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ABSTRACT

The purpose of this report is to describe the current status of the Women's Studies Program at Utah State University and to make recommendations for its future. All presently offered credit and noncredit courses related in some way to Women's Studies are summarized. The recommendations for the future of the program include goals and objectives, recommended new courses, proposed program scope and limitations, and program evaluation procedures. Among the appendices are: (1) an annotated bibliography, (2) the needs assessment questionnaire and results, (3) the faculty interview instrument, and (4) syllabi of Women's Studies courses offered at other institutions. (Author/STS)

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WOMEN'S STUDIES AT USU

A PROPOSAL

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For:

The Instructional Development Division

March, 1977

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PREFACE

This report was prepared as part of a faculty development grant by Judith M. Gappa with the support and assistance of the Instructional Development Program at Utah State University. Its aim is to describe the current status of the Women's Studies Program and to make recommendation for its future.

Appreciation is expressed to Anne C. Hatch, Coordinator of the Women's Center for Lifelong Learning, who provided enthusiasm and invaluable resource materials about other programs across the country; to William F. Lye, Dean of the College of Humanities, Arts and Social Sciences, who offered a "home" within already existing curricular structures in the college; to Marilyn Plant and other enthusiastic students who provided impetus, motivation and assistance; and to the Instructional Development Division staff who saw the need for and understood the value of a Women's Studies Program at Utah State University.

INTRODUCTION

The Origins

Women's Studies began at Utah State University in 1972 when a team of faculty members from diverse disciplines designed and taught the first women's studies course. It was offered through the SILEX (Student Initiated Learning Experience) program which gave students and faculty the opportunity to initiate new courses on a temporary basis without formal approval. The course served as a broad introduction to the field. It was so successful that it continued to be taught through SILEX until it was approved by appropriate curriculum committees as an upper division course, listed jointly in the Sociology and Home Economics and Consumer Education Departments.

During the years since 1972, women across the campus organized and sought administrative support for a variety of other educational programs focused on women. A major goal was realized when the Women's Center for Life-Long Learning opened in June, 1974. The Center offers educational programs and assistance to community women, particularly those desiring to return to college after an extended absence. The needs of women students have been partially met through the counseling and educational programs that became available as part of the Center's offerings. The Center also has provided a gathering place and a library of women's studies materials; and its small staff is committed to helping all those who drop by seeking assistance.

Improvements in the status of women faculty and staff employees, increased publicity of the Women's Center programs, and interest generated by the passage of the Title IX legislation all helped create a climate on campus in which both men and women volunteered to become involved in expanding the educational and career aspirations of women. In addition to the introductory course in women's studies, now taught twice a year, other courses began to appear in departments where students requested them and faculty, excited about the new materials and research results being published in the field of women's studies, wanted to teach them. The Women's Center became a coordinating place where faculty let it be known that they were offering women's studies courses. Gradually, the Women's Center Advisory Board felt it was necessary to appoint a subcommittee to review the women's studies courses and plan for the future, in order to avoid a "grab bag" of isolated, unrelated, and potentially duplicative course offerings. The chair of the subcommittee was, however, completing her dissertation research and the subcommittee's review never "got off the ground."

The fact that many women on campus were already overextended by heavy teaching and research commitments, committee assignments, and professional development activities did not alleviate the necessity to coordinate and communicate the women's studies program. Students were continuously seeking information about what was available and how it related to their other academic interests, while courses were generated by enthusiastic faculty who were not "in touch" with each other.

Fortunately, the Instructional Development Division at Utah State University had been created to help departments and individual faculty members with course and curriculum development and evaluation. The Instructional Development Division provided funds for faculty release time from regular assignments to work on innovative projects. A proposal was prepared requesting release time for one quarter to review the current status of women's studies at USU and elsewhere, and to develop a women's studies program. The Instructional Development Division decided to fund the project if the results of a needs assessment indicated sufficient interest.

To conduct the needs assessment, an opinion survey instrument was developed. It was decided to survey four groups: students in an introductory sociology class; students in the women's studies course, "Changing Roles for Women"; faculty members with a feminist orientation who had worked with the Women's Center, developed courses, or were clearly sympathetic to women's studies; and faculty members selected at random in the College of Humanities, Arts, and Social Sciences. The students in "Changing Roles for Women" were not counted in the final analysis of the results because they were clearly biased toward women's studies.

The needs assessment instrument was divided into three sections. The first section described futuristic views of sex roles; the second requested opinions about the effectiveness of the present learning environment at USU in preparing students of both sexes for future sex roles; and the final section cited

disadvantages to a women's studies program with which respondents were asked to agree or disagree. Generally the three groups whose opinions were incorporated in the results viewed a women's studies program positively. Most viewed the future optimistically, and felt that women and men would lead productive lives with a variety of acceptable lifestyles, though the students and HASS faculty saw more possibility for increased conflict among the sexes than the feminist faculty members did. Responses about the present learning environment at USU varied among the groups, but showed a need for improvement in some areas of the University. All groups tended to disagree with arguments against a women's studies program. However, concern was expressed that funding might be taken from other programs, and that women's studies was simply a reaction to a particular set of current pressures and would soon be out of date. The questionnaire results may be found in Appendix G.

In summary, the results of the needs assessment verified that the students and faculty viewed the development of a women's studies program positively, as long as funds were not taken away from other curricula. With this confirmation of the initial judgment of the Instructional Development Division and the author, the program was underway.

Activities During the Faculty Development Grant

From the beginning it was obvious that in order to have a women's studies program suitable for and accepted by Utah State University, it would have to fit within existing curricular

structures and be minimal in cost. The Instructional Development Program could buy small amounts of release time both for program development and for designing individual courses in women's studies. Beyond this, expenses would have to be borne by individual departments and colleges. No money was available from the central administration, and it was decided that it was not advantageous or feasible to seek outside funding, at least for the present. These limitations were actually seen as advantages. They caused a thorough assessment of what and who were already present and could be utilized.

In developing the program recommended in this report, many resources were found. The library at the Women's Center had gradually acquired a comprehensive collection of programs and courses available at other institutions. This was supplemented by a computer search of the ERIC system and a review of other bibliographic sources. In addition, to avoid mistakes made by earlier curriculum designers, programs which had encountered difficulties and eventually had been phased out at USU were studied to determine the reasons for their problems.

The faculty already teaching in the program provided another rich resource. At an initial luncheon meeting they gave their general impressions of the directions to take and the pitfalls to be avoided. Subsequently they were interviewed by a student who worked with the faculty development grant for credit. She designed an interview instrument and obtained basic information about every course currently being offered in the field of women's studies. A final luncheon was held with the same faculty members to review the recommendations contained in this report.

Within the university, the eight academic colleges were considered as possible administrative "homes" for such a program. The College of Humanities, Arts and Social Sciences was selected as the best initial "home" because most courses and participating faculty were from this college. Fortunately, the dean was enthusiastic about the idea of a women's studies program. He had, as a department chairman some years earlier, developed an interdisciplinary area studies program which was a student-designed exploration of a thematic subject. Students completing the program received a certificate at graduation and a record of the area studies component on their transcript. Additionally, the liberal arts degree program in the College of Humanities, Arts and Social Sciences had just ben re-evaluated and revised. The dean was eager to include women's studies as one of the thematic options within that degree structure. Based upon the dean's enthusiasm in an interview early in the development of the program, it was decided to locate the program within his college. An important by-product was the dean's willingness to commit funds to print a brochure for students. The student working on the project gladly accepted the task of writing the text for the brochure.

After reviewing information about programs on other campuses, potential departments for the development of new courses were identified, and the university catalog was studied for all courses that could conceivably be part of the program. Every course in each department was reviewed and listed if it suggested potential for the women's studies program. The following lists of courses were made:

1. Women's studies courses already available or being developed.

2. Courses which could be revised to include a component on women and men or to incorporate material about women and men throughout, or which could be altered to include women's studies materials where appropriate. These courses could also be used as foundation courses for an area studies or liberal arts degree emphasis in women's studies.

3. Independent studies and research, or field work and practicum courses already available in appropriate departments.

These lists are found in Appendices B and C.

To the surprise of the author, the lists turned out to be lengthy and rich in possibilities for the women's studies program. Though some new courses are needed to achieve a well-balanced program, the existing curriculum abounds with opportunities for creative faculty to revise existing courses to include some of the subject matter of women's studies. The course lists developed from the University catalog were the focal point for the development of the suggested thematic tracks for area studies programs and liberal arts degrees found in Appendix E.

In an effort to attract more faculty to the program, a news article about the grant and the needs assessment was published on the front page of the staff newspaper. Interested faculty were encouraged to call and a few responses were received. These names have been included with the listing of faculty already teaching or planning to teach in Appendix D.

Why Provide A Women's Studies Program at USU?

Across the country, higher education in general, and its curriculum in particular, is experiencing a time of crisis and

change. Traditional academic fields are undergoing revision and redefinition, and conventional courses are being studied to see how fully they meet the needs of today's students who are concerned about the value of a college education vis à vis the job marketplace and society's needs. The definition of an academic area of women's studies on many campuses is a response to urgent societal problems and to a new emphasis upon the legal status of women as manifested in recent civil rights legislation.

One aspect of the curriculum currently receiving attention both at Utah State University and across the nation is general or liberal education. The purpose of the liberal arts or general education curriculum is not merely to provide pre-professional preparation for our students, but also to give them an appreciation for their cultural heritage. There could not be a more appropriate means of dramatizing a commitment to the education of women than a curriculum designed to make all students rethink the past and present roles, status, and accomplishments of women. Awareness of the variety of roles women have played, and of the social and economic necessities which have prompted them, will enable all students to grapple more effectively with the problems and challenges of today's society and women's expanding participation in it.

Utah State University has a tradition of commitment to excellence and originality in teaching. In order to maintain this tradition, it must constantly be in touch with the major currents of research as well as the country's social movements.

in addition to meeting the educational needs of some women students, a women's studies program can address the past neglect of the study of women in established academic disciplines; the need to eliminate female stereotypes from course content; and the need to correct inaccurate information about women. The values and priorities which have shaped scholarly research about women are being questioned, as conventional academic disciplines have been designed, taught and largely researched by men who have had little or nothing to say about women. For example, historians have chosen to record the large and small events of diplomatic history with which few of us are directly involved while they have paid little attention to the history of the family with which all of us are involved. Women are constantly told that the home is important and that what they do in it is supremely important. Yet until very recently, there has been no history about domesticity (Benson, AAUP Bulletin).

To accomplish rethinking of the historical and present roles of women, an interdisciplinary focus is a necessity. Courses should not be limited to a reaction to specific issues, but should lead to an expanded study of related social and cultural phenomena. The issue with women, as with other minority groups, is the development of human potential. The first need is to incorporate into the curriculum the expanded knowledge about women and men. Once this has been accomplished, women's studies will merge with other fields concerned with definitions of human characteristics, capabilities and potential. In the mean-

time, a women's studies program would insure continuous commitment on the part of the University to the intellectual needs of its students.

Women's studies, as it depicts the accomplishments of women, will provide valuable role models for women students both in the subject matter itself and among the faculty involved. Additionally, male faculty teaching in the women's studies curriculum will provide convincning examples to young women students of the concern and commitment men have to research about and dissemination of accurate knowledge about women. By providing role models, a women's studies program can contribute, along with other programs, to raising the vocational aspirations of women students.

Finally, no academic program can be successful without the enthusiastic endorsement of students. During 1976-1977 it is projected that 259 students will have enrolled in and completed women's studies courses. Other non-credit experiences offered by the Women's Center have attracted many more. Most of these students hear about the new and experimental courses by word of mouth and take them as electives. It is anticipated that enrollment will increase with the expansion of the program to include an area studies concentration and an interdisciplinary emphasis within the liberal arts degree, and with organized and continuous circulation of information about available courses.

THE CURRENT STATUS OF WOMEN'S STUDIES AT USU TODAY

Existing Courses

The information contained in this section was primarily collected and compiled by Marilyn S. Plant as part of an undergraduate research and creative opportunities project. Faculty members currently teaching women's studies courses were interviewed to obtain uniform information regarding their course structure and content, and to elicit comments and recommendations on the courses themselves and women's studies generally. A written course outline was collected for each course being taught at the time of the interview. The interview instrument used can be found in Appendix H.

The course descriptions which follow are overviews based on syllabi and other information obtained in the interviews. Each overview includes:

1. Course title
2. Instructor
3. Department and course number
4. Number of credits
5. Objectives
6. Required reading
7. Methods of instruction and a brief outline
8. Enrollment statistics based on the number of grades given in the most recent course offering
9. Comments by the instructor

During the data gathering process, the supportive spirit and cooperation shown by the faculty members to Marilyn Plant was appreciated, and is most gratefully acknowledged by her.

OVERVIEW OF COURSES 1976 - 1977

COURSE NAME	DEPT.	NUMBER	CREDITS	WHEN TAUGHT	ENROLLMENT	PROJECTED ANNUAL ENROLLMENT 1976-1977
Changing Roles for Women	HECE Sociology	438	3	Fall, Spring	Approx. 25 each time	50
Women and Men	FHD	531	3	Fall, Spring (Fall 1977 only)	12	24
Evolving Careers for Women	Nat. Res.	691	1	Fall, Spring	7 (fall qtr.)	15
Women in Literature	English	330	3	Winter, Spring	12, 23	35
Women: Perspectives Through Literature	Honors	326	2	Spring	14	14
The Family and Economic Change	HECE	435	3	Spring	7	10
Women in Art	Art	589	3	Spring (being offered for first time)	Unknown	20
Personal Assessment Seminar	HASS	125	2	Intermittently	17, 12	25
Assertiveness Training	Extension HASS	Unknown	1	Offered 5 times Fall, Winter, Spring	18 is class limit	90

259 Students

A. CHANGING ROLES FOR WOMEN

Instructors: Judith Gappa and Allison Thorne

Department and Number: Multiple listed as Sociology and Home Economics and Consumer Education 438.

Credits: 3

When Offered: Fall and Spring Quarter. First offered under present title, Fall 1975.

Objectives: To serve as an introductory course to women's studies and provide students with:

1. A general understanding of the current status of women in American society and the influences that brought it about.
2. Insight into the socialization processes that define roles for women and men.
3. Increased understanding of the effect of the socialization process and the current status of women on the student's personal lives.

Required Reading: Women: A Feminist Perspective, Jo Freeman; The Rights of Women: American Civil Liberties Handbook by Susan Ross; Other required reading on reserve in the library.

Teaching Method: Lectures by the instructors and invited guests, panels, discussions by whole class and in small groups. Approximately eight films are shown during the quarter.

Content: 1. Introduction and the Historical Perspective.
2. The Socialization Process
   a. Early Childhood and the Family
   b. The Influence of the Media: radio, TV, popular songs, western art, the american novel.
   c. Education - elementary and secondary; higher education
3. The Employment of Women
   a. Legal rights of women
4. Wife and Mother, and role conflict for the working wife and mother.
   a. Child care
5. Women and Economic Development
6. Minority Women in American Society
7. Women and Politics
   a. The Equal Rights Ammendment
8. Women and their Health
9. Women and Psychology
10. Changing Society to Benefit Both Men and Women

Course Requirements:
1. Attendance at a minimum of 75% of the classes because of invited guests and films.
2. Two or three written assignments generally about the student's own lives and perceptions.
3. Two exams.

Enrollment: Approximately 22-25 including 1 or 2 audits.

Instructors' Comments: Evaluation of the course is extremely important. The following are ways the effectiveness of "Changing Roles for Women" is currently evaluated:
1. Sociology Department's standard evaluation form.
2. Comparison of the first paper, about the student's own life, to subsequent papers written by the student. This comparison shows how much insight the student is gaining into the status of women and the male-female socialization process, and how it affected the student personally.
3. Students are asked to write about the course on the last day of class including rating the guest lecturers and making any comments about material already covered or material they would like to see covered in the future.

The instructors are considering expanding the first paper which asks for students' insights into the socialization process as it has affected their own lives. This personal reflection of students on the relationship of the course content to their own lives may be extended to all written assignments, or the keeping of a journal may be substituted for the written assignments.

B. WOMEN AND MEN

Instructor: Ramona Marotz-Baden

Department and Number: Family and Human Development 531

When offered: Fall and Spring. First offered Fall, 1975.

Credits: 3

Objective: To examine and seek explanation for patterns of gender differentiation. The course focuses on the relative positions of women and men familially and extra-familially, primarily in the United States, but also in other societies around the world.

Required Reading:
1. Deaux, Kay, The Behavior of Women and Men.
2. Hutt, Corrinne, Males and Females.
3. Rosaldo, Michele, Zimbalist and Louise Lamphere, Women, Culture and Society
4. Stole, Clarice Stazz, Female and Male.

There are also fifteen supplemental texts on reserve at the library.

Teaching Method: This course is a graduate seminar with presentation by students and discussion of presentations and assigned reading.

Content: 1. An Historical Footnote, film: "Four Families"
2. Stereotyping
   a. The Power of Normative Expectations
   b. Sex-role reversal game - adapted from "Psychology Today"
3. Is Biology Destiny; What Part does Genetics Play?
4. A Cross Cultural Perspective
   a. Cross cultural analysis of the behavior of small children
   b. Beyond sex role stereotypes
   c. Film: "Cross-cultural Development of Sex Roles and Social Standards"
   d. Male and female legitimate access to power
   e. Strategies used by women to achieve desired ends
   f. Factors affecting the status of women and men
5. Theoretical Formulations of Gender Differentiation
6. Socialization of Men and Women
   a. Film: "Anything you want to be"
   b. Female - male interaction in America
7. Femininity, Masculinity, Androgen
   a. Film: "Men's Lives"
   b. Employee and Employer Discrimination by Gender
   c. Employment, marriage and parenthood

Course Requirements: Attendance and participation, A paper

Enrollment: Enrollment for the most recent course was 12 persons, which was a slight increase. Optimal enrollment would be 15. No advertising of the course has been done except for announcements in class. Seniors are encouraged to take the course, but freshmen and sophomores are discouraged.

Instructor's Comments: I would like to draw more students from across the campus to stimulate discussions between people of varying backgrounds. Students in the class indicated that the experience was a new one for them.

C. WOMEN IN LITERATURE

Instructors: Patricia Gardner and Shirlene Mason

Department and Number: English 330 (offered as General Education)

Credits: 3

When offered: Winter and Spring. First offered Spring, 1976. Two faculty in the English department teach this course in different quarters. As the course content varies with the different instructors, each course will be considered separately.

1. Winter Offering by Patricia Gardner

Objectives: This course concentrates on women writing about women with analysis of the literary works as a reflection of the writers themselves.

1. To recognize the contribution of women writers
2. To identify characters and themes as stereotypical and atypical in relationship to women.
3. Examine the literary and social significance of selected stories, poems and dramas.

Required Reading: Sheila Levine is Dead and Living in New York by Gail Parent; Women and Fiction by Susan Cahil; and Women in Drama by Harriet Kriegel.

Teaching Method: Discussion of required reading. Films, cassette and video tapes of readings where appropriate.

Content: 1. Orientation; Film: "Emerging Woman"
2. Discussion of stereotypes
3. English and American women writers
4. Poetry
5. Drama, Film: "Secrets"
6. Film: "W.O.W., Women of the World"

Course Requirements: 1. Attendance and participation
2. Three short papers: one each from fiction, poetry, and drama.
3. An additional book-length outside reading

Enrollment: There are 12 persons enrolled in the course. Optimal enrollment would be 15-20. Advertisement of the course was limited to announcement in other English classes.

2. Spring Offering by Shirlene Mason

Objectives: This course emphasizes the images of women in literature rather than female authors. The objective is to study in selected literature the images of women characters and to try to determine to what extent they are valid or exaggerated and how they have influenced today's women. The course focuses on the literature itself--mainly short stories, poems and essays which

have a single emphasis. The novels are studied as complete works of art rather than reduced solely to their treatment of women characters. Background reading from historical, social and psychological analyses of women is also included.

Required Reading: Images of Women in Literature - Ferguson; My Antonia, Willa Cather; When She Was Good, Phillip Roth; Moll Flanders, Daniel Defoe.
Selected readings from other sources including:
The Prime of Miss Jean Brodie , Muriel Spark

Teaching Method: The class is mainly lecture and discussion of required reading.

Content:
1. The young unmarried girl
2. The submissive wife
3. The dominating wife
4. The mother
5. The seductress - goddess
6. The sex object
7. The Bawd
8. The old maid
9. The liberated woman

Course Requirements: Attendance; required and outside reading; exams.

Enrollment: 23 persons finished the course with nearly 30 persons attending, counting auditors and "drop ins". Flyers and announcements were distributed all over campus. Optimal enrollment would be 15-20 students.

D. WOMEN: PERSPECTIVE THROUGH LITERATURE

Instructor: Lynne Goodhart, Department of Language and Philosophy

Department and Number : Honors 326. (The course is also acceptable as general education and is available to all students, not only those in the Honors Program).

Credits: 2

When Offered: Spring Quarter, first offered Spring 1976.

Objectives: The objectives of the course are subject to slight changes as the assigned reading material varies. For Spring, 1977 the objectives are:

To examine significant foreign literature (mostly in translation) in order to perceive:

1. What images of women, what role models are suggested therein.
2. What, if anything, is uniquely feminine in the portrayal.
3. What differences might appear between portraits drawn by men of women and portraits drawn by women of women.
4. What values are suggested in the literature which seem relevant to the current struggle of women.

Required Reading: Varies slightly; the tentative list for Spring 1977 is:
Memoirs of a Dutiful Daughter, Simone de Beauvoir,
My Mother's House, Colette,
Antigone, Anouilh,
Therese Desqueyroux, Mauriac,
An Unfinished Woman, Lillian Hellman,
Play It as It Lays, Joan Didion,
Family Happiness, Tolstoy.

Teaching Method: A brief introduction about the author and the period precedes each book. Primarily the course is discussion of assigned readings led by students. Students are encouraged to prepare study questions for each work and to participate actively in discussions.

Content: The trend of the course is to progress from the more heavily stereotyped to the more honest literature with deeper insights.

1. Initial lectures and discussions focus on sex role stereotypes and examine how they might be perpetuated in literature. Guests: Marilyn Glatfelter on "Socialization of Sex Roles"; Ken Brewer: "The Image: Its Meaning and Power in Literature".
2. With the resulting basic awareness of problems encountered in defining "female" and "image", the student will be able to better judge what, if any, values and definitions may emerge from their readings which in some sense either remain in or go beyond classic stereotypes.
3. Other guest lecturers include: Roberta Sorenson on "Images of Women in American Literature", and Joan Allred on "being a woman and a novelist".

Course Requirements: 1. Attendance and participation,
2. A personal, written response to each reading,
3. Research paper with great freedom of choice for students,
4. Final essay exam.

Enrollment: Enrollment for the most recently taught class was 14. This is high for an honors class. Optimal enrollment would be slightly less. All students have been undergraduates. Although the course is open to all students, a great percentage are "honors" students, having taken several previous honors courses. The instructor would like to see students other than honors program students participate in the course.

E. THE FAMILY AND ECONOMIC CHANGE

Instructor: Allison Thorne

Department and Number: Home Economics and Consumer Education

Credits: 3

When Offered: Spring quarter. First offered three years ago.

Objectives:
1. To encourage inquiry into how economic conditions and family life seem to be related, historically and today.
2. To increase knowledge of economic concepts such as national income, real income, consumer price index, inflation, rationing, unemployment, distribution of income.
3. To increase awareness that women's lives and family life are closely linked and that only recently are history of the family and history of women being written. Also, only recently are attempts being made to bring together history of labor and history of the family.
4. To increase awareness of how these matters touch the students lives.

Required Reading: Middletown, Robert S. Lynd and Helen Merrill Lynd; Women and the American Economy, Juanita Kreps. Other assigned readings are on reserve in the library.

Teaching Method: Lecture and discussion

Content:
1. Correlation between economic conditions and family life.
2. Economic conditions in developing countries.
3. Attempts at measuring family income
4. The family in England and Europe: 1600's, 1750-1850, 1900's.
5. Economics of the family in the United States: colonial period, western era, the Mormons.
6. Women, work and social values in America- requisites for equality.
7. Today's inflation and unemployment.

8. Distribution of family incomes in the U.S.
9. Economic conditions in own community
10. Transfers to help the poor.
11. Comparing market and command economics of U.S., USSR China.
12. Famous utopias and communal groups of today.

Course Requirements: 3 written assignments on specified topics; Mid-term and final exam.

Enrollment: Enrollment the last time the course was offered was 8 persons; however, the course was not listed in the schedule bulletin until this year. Pre-registration for Spring 1977 is 13 persons.

Instructor's Comments: Dean Snow, recognizing the importance of the relationship between economic systems and families, invited the instructor to teach this course.

F. WOMEN IN ART

Instructor: Michael Bull

Department and Number: Art 589 (also listed with Extension Class Division and Honors Program)

Credits: 3

When Offered: To be offered for the first time Spring 1977

Objectives:
1. To give a general overview of the works of women artists and images of women in the works of artists.
2. To allow the individual to do extensive research on a particular area of interest concerning women in art.
3. To provide, through the presentation of individual projects, in-depth information on a variety of topics concerned with women in art.

Required Reading: Women Artists, Karen Peterson and J.J. Wilson.

Teaching Method: The first 2-4 weeks will be devoted to lecture by the instructor on the historical background of women artists and art history. These lectures will include slides and a film: "Women in Art". The rest of the course will be devoted to research and the presentation of students individual projects and class discussion.

Course Requirements: Oral presentation of an individual project (20-30 minutes). Research paper.

Enrollment: Optimal enrollment is approximately 12-20. Limit is 24.

Instructor's Comments:

1. The reason the course is being offered is because several students requested that such a course be taught.
2. "Women in Art" will be offered at night and listed in the Extension Class Division bulletin in order to attract community people as well as students.
3. The course was difficult to prepare because there is little material on the subject, especially in concise, text form.

G. EVOLVING CAREERS FOR WOMEN

Instructors: Susan Lindoo and Mary Belle Bloch

Department and Number: Natural Resources 691

Credits: 1

When offered: intermittently. First offered as "Evolving Roles for Women in Scientific Fields"

Objectives: Originally the course was started to discuss the problems of women students in science and science related fields. The course has evolved to discussing career development of women primarily in the sciences and natural resources. The course is for both graduate and undergraduate students. A major objective is to introduce the students to women who are potential sources of information and career counseling.

Required Reading: Books of special interest used extensively in the course are:
Women and Success: The Anatomy of Achievement, R.B. Kundsin
The Woman's Guide to a Successful Career, M.V. Higginson and T.L. Quick.
Women and the American Economy: A Look to the 1980's, J.M. Kreps, ed.
Toward a Sociology of Women, C. Safilios-Rothschild.

Teaching Method: The format of the course is lecture-discussion. Half of the class time is spent in lecture, after which the students divide into smaller discussion groups.

Content:

1. Identifying career goals: what you want from your career.
2. Socialization into professions: what a career demands from you.
3. Women in the educational system.
4. Career - family conflicts

5. Relationship with co-workers.
6. How men view women in academia and careers - panel discussion.
7. Variations from the normal employment pattern.
8. Finding employment.
9. Establishing support groups.

Course Requirements: Attendance and participation. Grading is P, D, F.

Enrollment: Enrollment in the most recent session of this course was 7 persons, and several more auditors and visitors. This is a decrease from previous classes and students are predominantly from the College of Natural Resources. The course is advertized by flyers and posters.

Instructors' Comments: The instructors have received much support and assistance from the Dean of the College of Natural Resources in offering this course. Students take the course because they are unsure about career paths and directions. They want to meet other women with similar problems, and they want to gain support.

H. PERSONAL ASSESSMENT SEMINAR

Instructor: Marilynne Glatfelter

Department and Number: HASS 125; formerly Psychology 590

Credits: 2

When offered: Check with instructor or Women's Center, UC 304. First offered in 1975.

Objectives:
1. To help mature persons and non-traditional students "break in" to the educational or vocational system.
2. To help students make plans for training or re-training for a career, degree, or an area of personal enrichment.
3. To serve as a source of "strength bombardment" rather than mere information giving.
4. To provide a contact source - support group.
5. To introduce the student to the university and its resources.

Required Reading: Assertive Woman, Phelps and Austin.
Career Exploration, University of Kansas.
How to Decide - a Guide for Women, Scholz, Prince and Miller.

Teaching Method: A combination of class discussion, small group discussion, lecture and role playing. Numerous written assignments and readings stimulate class discussion.

Content:

1. Introduction to Women's Center; Film: "Woo Who? May Wilson"
2. Communication skills; guest lecture - Bonnie Spillman.
3. Values
4. Self concept
5. Library tour
6. Take California Psychological Inventory (Strong-Campbell Interest Inventory taken earlier)
7. Assertiveness.
8. Interpretation of Strong-Campbell Interest Inventory and California Psychological Inventory
9. Decision making
   Goal Formation
   Preparation of resume or vita
10. Two weeks of individual reports of progress
11. "Report cards" - a summary of information derived from testing, a summary of changes student has seen in herself and changes others have seen; and a reminder of "Whats good about me".

Course Requirements: Self-assessment materials and tests and a library assignment to familiarize the student with what is available at the library.

Enrollment: Enrollment for the most recent session was 12 persons, a decrease from previous classes. Participants are basically non-student community women from varied backgrounds.

I. ASSERTIVENESS TRAINING

Instructor: Marilynne Glatfelter

Department and Number: Offered through HASS and Extension

Credits: 1

When Offered: Fall, Winter, Spring

Objectives: To teach the skill of assertiveness; and to learn what it is and is not.

Required Reading: Your Perfect Right, Alberti & Emmons, Assertive Woman, Stanlee Phelps and Nancy Austin When I Say No I Feel Guilty Manuel J. Smith.

Teaching Method: The class consists of lectures, discussions, and role playing.

Content:
1. Defining "Assertive".
2. Distinguishing between assertive, agressive, non-assertive, and passive agressive.
3. Eye contact.
4. Verbal behavior and non-verbal behavior.
5. Construction of assertive behavior hierarchy.
6. Giving and receiving compliments
7. "I" messages vs. "You" messages.
8. Criticism: Distinguishing between valid and invalid criticism.
9. Manipulating Behavior: how to recognize and cope with it.
10. Group evaluation of personal growth and general class content.

Enrollment: The course is offered three times a year with a maximum of 18 participants per session. There is always a long waiting list. The class is open to both men and women. A special session for couples only was taught Fall 1976.

Instructor's Comments: Practicing assertiveness is emphasized and evaluation of the personal growth of the student is stressed. There is discussion of how to continue practicing assertiveness in the future.

Existing Courses Related to Women's Studies

A. HISTORY OF COSTUME AND DESIGN

Instructor: Ruth Clayton

Department and Number: Home Economics and Consumer Education 335 (Available for general education).

Credits: 5

Content: Students study the costumes and textiles of selected major historical periods that influence present day western costume and textiles in light of their role in cultural, social, economic and political efforts.
For each period the following areas are covered:
1. Chronology.
2. Background and setting of the period.
3. Characteristics of the textiles produced.
4. Characteristics of the costume that distinguish it from other periods.
5. Influence the period has on present fashion.

B. TWENTIETH CENTURY FASHION SEMINAR

Instructor: Helen Leyrer

Department and Course Number: Home Economics and Consumer Education 336.

When Offered: Spring Quarter

Credits: 2

Content: A seminar study of the fashion; the changes in society and moves which brought about these fashion innovations; and recurring cycles in fashion.

Forces influencing Fashion Evolution:
1. Technological changes--industrial, transportation, communications.
2. Sociological changes of 20th Century--status of women in home careers, independence, immigration, more leisure.
3. Fashion innovations and fashion cycles--loose fit, sports wear, bathing suits, pantyhose, etc.
4. Who and what sets the fashion?--Designers ideas, famous celebrities, current events, people on the street, new freedom from set fashion rules, ethnic groups, etc.
5. Designers of 1900-1976--Why are they important?--Development of cotoure, ready-to-wear and boutiques.

Proposed Courses

A course being proposed in the Department of Sociology, Social Work and Anthropology is:

ANTHROPOLOGY OF SEX ROLES

Instructors: Richley Crapo and Carol Loveland

Department and Number: Anthropology 211

Credits: 3

When Offered: Fall, Winter

Content: An analysis of biological, psychological, and socio-cultural aspects of sex role differentiation from both evolutionary and cross-cultural comparative perspectives. Possible future trends in sex roles will be considered.

When this course is offered it will provide a good contrast in course level, content, and quarters offered to the courses already available.

A course under consideration for 1977- 1978 in the English Department is:

WOMEN IN MYTHOLOGY

Instructor: Zenna Beth Crockett

Credits: 3

Content: If this course is developed it will be concerned with the worship of the Mother goddess and consideration of the goddesses of love, light, and wisdom in mythology throughout the world. Interested students should contact Zenna Beth Crockett in the English Department.

In the History Department, Peter Ascoli was developing a course on Women in History at the time of his departure for a leave of absence during 1976-1977. It is anticipated that, upon his return, he will offer the course.

Summary, Observations and Problems

The overview of existing courses shows a wide variety in teaching methods and course content. The faculty have striven to develop creative and challenging courses in their various fields. Surprisingly, there is little overlapping of subject matter, and what is present is being taught from differing viewpoints and perspectives. For example, the treatment of the family in HECE 335 is from an economic point of view, while the treatment of the family in FHD 531 is from the point of view of sex role socialization in children. The overlapping of subject matter in "Changing Roles for Women" with other courses is intentional, as the purpose of the course is to serve as a broad introduction to the field. For example, one week is spent on the socialization of children in home and at school in "Changing Roles for Women", whereas a quarter is spent on the differentiation by sex into familially and extra-familially and how women and men operate in each sphere in "Men and Women".

A variety of films and other educational materials are used in most of the courses. USU owns only one film: "Emerging Women". Most films in women's studies are in great demand and must be ordered up to six months in advance. It would be desirable to expand USU's collection and purchase several of the most commonly used films.

Four of the six courses offered in academic departments have a course number at the 400 or 500 level. The fact that most courses are definitely upper division may be affecting the enrollment and does not provide sufficient opportunities for taking women's studies at a lower level.

There is a heavy concentration of courses offered spring quarter (8 out of 9 courses available) with only two offered winter quarter and four offered fall quarter. Nothing is offered in the summer. The concentration of courses in the spring quarter is most likely an important factor in enrollment. The interdisciplinary atmosphere of summer quarter would appear to be an excellent time to offer short workshops in women's studies.

In some of the courses the enrollment is low or has not yet reached its optimal level. Some of the possible explanations for this have been cited above. However, it is much too early to draw conclusions about enrollment in individual courses, as they are all very new and just getting started. In many cases, they have not yet appeared in the schedule bulletin. The overall enrollment (259 students projected in 1976-1977) is very encouraging. As new courses are developed, care must be taken to ensure that they do not duplicate, and thus draw enrollment from existing courses. It is anticipated that the enrollment in women's studies courses will increase with continuous publicity of the program and the availability of an area studies

concentration or liberal arts degree emphasis (See Section III).

It is felt that enrollment in the English Department might increase substantially if two different course numbers were available. As the two sections being offered under English 330 do not duplicate each other in any way, many students would probably like to take both courses and receive six credits. Interest has been expressed in developing a third, completely different, course in the English Department. It is recommended that the English Department experiment with a three quarter, 9 credit sequence of courses, and see if the enrollment will be sufficient to make such a sequence feasible.

Recommendations Made By Faculty Who Were Interviewed

General.

1. In order to compete with other universities and colleges at this time, USU needs to develop a good women's studies program.

2. Women's studies courses offered now are valuable supplements to male-oriented subject matter. However the ideal plan would call for eventual merging of courses: history would become a study of the history of both men and women. Literature courseswould include the contributions of both male and female writers.

3. The introductory course "Changing Roles for Women" should be expanded to a two quarter sequence and changed to a lower division course. Its subject matter should be kept general with other courses delving into more depth on a particular subject.

4. A means of rating courses should be developed to maintain high quality standards.

5. The program needs coordination and a place where people can obtain information and help. Instructor's in women's studies should get together to present brief outlines of their courses so that there will be more continuity, less overlapping and fewer gaps in material presented.

6. Women's studies could co-sponsor female guest speakers in various fieldsalong with the departments in that field. The guest lecturer would give two seminars: one a professional seminar and the other a discussion of personal experiences as a career woman. Women's studies could also share the cost of advertisements. (This idea was adopted from a Michigan Women's Science group).

7. The economic survival workshop should be expanded into a night seminar; and the Women's Health week-end should be continued.

8. There were opposing views on the suggestion that women's studies be available as a "major" for the liberal arts degree. Some of the faculty were excited and others thought it was not a good idea as it would not provide the graduate with lasting employment skills. The area studies concentration idea received lots of support (See Section III).

9. In a supervised program approved by the faculty advisor, credit might be given for: 1. Attendance at "conversations"--the informal sack lunch seminars presented weekly by the Women's Center. 2. Work put into Women's Health week-end and Economic Survival workshops. 3. General help in the Women's Center.

10. Care must be taken to not make women's studies courses a faculty overload.

Publicizing Courses.

1. Utilize "Staff News" for informing faculty of courses being offered. This may encourage faculty with an interest in an area of women's studies to design courses or add to present course material--and its free!

2. Produce a brochure listing courses being taught, introducing faculty who teach these courses, and providing information on how to contact the faculty members. The brochure should be designed for easy posting. This is especially important as many of the courses are fairly new and are not listed in the bulletin.

3. Where possible, double list courses.

4. Make sure that students understand who is invited to sign up for the courses. Example: Men are welcome in all the classes; "Women and Men" is a graduate seminar for graduate students; "Women: Perspectives through Literature" is an honors course, but it is available for general education credit and everyone is welcome.

5. Instructors of women's studies courses should make a point of mentioning in their classes other courses available. It is especially important that the introductory course "Changing Roles for Women" provide this information.

Acquisition of Films, Tapes and Other Educational Materials

1. Build up a collection of video and cassette tapes of lectures, poetry readings, etc. and house it in the Audio-Visual Department. Enlist the cooperation of the Audio-Visual Department, the Women's Center at USU, and Women's Centers at other campuses in the state in this endeavor. The faculty in English were particularly keen about developing such a collection.

2. Purchase 5-10 women's studies films over the next several years with financing coming from the Audio-Visual Department, Academic departments, the Women's Center, and the Extension Class Division, as courses are prepared for teaching off campus through Extension.

3. Specific requests for purchase of films and materials:

   a. Films: A Woman's Place
   Men's Lives
   Woo Who, May Wilson
   Anything You Want to Be* (New Day Films)

*There are two films by this title. The one about non-traditional careers for men and women is available free through Mountain Bell. The one recommended here concerns socialization in the schools.

Specific Courses to be Developed

The following list contains new course suggestions by faculty who were interviewed. Where a specific individual was named to teach the recommended course, that name is given.

1. Socialization for Gender Identification (Ramona Marotz-Baden)

2. Women in Poetry and Women Poets (Idella Larson)

3. Folklore with emphasis rotated from quarter to quarter:
   Folklore of Women - Fall quarter
   Folklore of Blacks - Winter quarter
   Folklore of Children Spring quarter

4. Women in Films

5. Women in History (Peter Ascoli)

6. Women in Politics, Religion, Psychology

7. Women and Economics and Employed Women

8. Science and Ethics (Eunice Cronin)

9. "How to" courses such as:
   Grant hunting
   Job finding skills
   Living alone

A Students Recommendations

The following comments were made by Marilyn S. Plant, the student who collected and prepared the information about the existing courses at USU. Her comments are quoted exactly.

"MY OWN COMMENTS AND RECOMMENDATIONS"

As a student, I feel very strongly that the student body should take a more active role in curriculum changes. Generally, enrollment is used as an indication of student interest, but I feel that in the case of women's studies classes, the data are invalid. Most of these courses are not listed in the bulletin, public relations have been bad, and advertising generally is vague or non-existant. I think that before a decision is made about the need for, or desirability of, women's studies, there should be a big effort to inform students and collect feedback.

My recommendations for the near future, aside from many of the comments regarding a brochure, or made by faculty are:

1. Make available flyers every quarter announcing all women's studies courses offered for that quarter.

2. Have a table set up during registration with information on the women's studies proposed program and courses.

3. Make use of bulletin boards and showcases to display information.

4. Continue women's health weekend but narrow the range of subject matter to the more physical aspects of health and care. The workshop should be held every other year in conjunction with the Health Week presentation by Jan Pearce and the health classes. The chairperson and some committee members should be chosen from applicants in early fall rather than mid-winter so there is plenty of time to get good speakers, films, etc.

5. Promote student use of the Women's Center by listing books in its library in the general card catalogue of Merrill Library. The same as the books in Moore Library at Edith Bowen School are listed.

6. Design a questionnaire to determine how informed the students are about women artists, women's health problems, discrimination in job promotions, Title IX, Women's Center services and library, and courses offered. The questionnaire could be designed in true-false fashion with room for comments on questions.

7. I would also like to see more non-course activities related to the women's studies program such as workshops, panel presentations, guest lecturers, independent studies, etc., where the student is a more active participant in the learning process.

III. THE PROPOSED WOMEN'S STUDIES PROGRAM

Goals and Objectives

I. Develop a sufficient number of women's studies courses and course components to provide students with the following options:

   a. elective courses

   b. an area studies concentration

   c. interdisciplinary area of emphasis within the liberal arts degree program

Objectives

a. Coordinate existing course offerings to avoid duplication in scheduling.

b. Develop and implement procedures for incorporating new courses into the program. These procedures will stress designing course offerings which compliment those already in the program by avoiding duplication in subject matter and providing diversity of teaching style.

c. Provide a variety of learning experiences to meet student needs.

   1. Broad, interdisciplinary courses which encourage students' sense of self discovery and self fulfillment and which educate and orient students toward known facts about women (core courses).

   2. Scholarly, in-depth approaches to particular problems in the field of women's stuides.

   3. Theoretical foundations in academic disciplines which include a thorough knowledge of the pertinent research and findings about women and men (course components).

   4. Opportunities for independent study and research.

   5. Opportunities for practicum and field work experiences both on and off campus.

   6. Non-credit enrichment experiences such as consciousness-raising groups, visiting scholars, and lecturers, and programs offered through the Women's Center.

   7. Skills building courses and workshops.

II. Support efforts in all departments to improve and revise their curricula in order to include objective, non-stereotyped, and accurate information about women.

Objectives

a. Encourage the production of research to provide empirical data on women and men.

b. Disseminate information to departments and faculty participating in the women's studies program in order to have the newest material about women and men incorporated into existing courses.

c. Encourage departments and faculty to evaluate their own courses and curricula, and to make revisions where necessary to include women's studies materials by: incorporating new research findings of sex similarities and differences; (introducing neglected and forgotten materials); and eliminating myths and stereotypes about women and men.

III. Assist the ongoing effort of the Women's Center for Life-Long Learning to attract community women who are outside the traditional age group to the campus for re-education for whatever purpose: enrichment, vocational training and degrees.

Objectives

a. Teach courses off campus in appropriate locations in the local community and at Extension Centers throughout the state.

b. Make women's studies an option in the External Degree Program.

IV. Encourage the participation of men, as students and as faculty in the program.

Program Scope, Limitations and Administration

The women's studies program is comprised of: interdisciplinary and departmentally-focused courses for credit at both the upper and lower divisions; noncredit offerings primarily through the Women's Center for Life-Long Learning; courses offered through the Extension Class Division (and in the future through the External Degree Program); and components of regular university courses outside the program. In the past, these courses have

been taken as electives. The proposed program will allow students to develop a 36 credit hour concentration for an area studies certificate or a 60 hour concentration for a liberal arts degree. Both programs will be coordinated and approved through the Dean's Office, College of HASS.

I. Development of New Courses Within Departments

No new structure or organization is being proposed for the women's studies program which, on the contrary, can be fully implemented to meet student needs through existing structures. As in the past, courses will be available because faculty have initiated them based upon student demand and their personal commitment and interest. New courses will follow the regular procedures for departmental, college, and university approval. Subsequently they will prove their viability and merit as any other course does, and will survive, if, and only if, student interest continues, as demonstrated by enrollment and evaluation. It is hoped that new courses will develop in a wide variety of fields as has been the patterns at other universities. Potential departments for the development of new courses and course components will be described under proposed curriculum.

The decision to offer a course in women's studies or to participate in an interdisciplinary course will be made in a department. The most feasible method of increasing course offerings in the women's studies program appears to be by providing an enthusiastic faculty member with sufficient release time so that he or she can develop and teach a women's studies course within the regular course load. In this regard, the Instructional Development program can help with minigrants for relase time for course development.

In order to encourage and motivate faculty, the women's studies program must be seen as part of their overall role within an academic department; and as a valid research, publication and teaching effort for promotion and tenure consideration. Thus, the department must enthusiastically endorse both the faculty member's involvement and the proposed new course or research program. Faculty, similarly, will need to be assured that their effort will be rewarded in order to be willing to participate.

It is anticipated that this will happen naturally within departments as most women's studies courses will be made available only once or twice a year, and as most departments would develop only one or two such specialized courses. The development of new courses should be for the purpose of fulfilling electives, area studies and liberal arts degree requirements. Another major focus of the program will be to encourage faculty to review and revise existing courses to include new information and research findings about women and men.

II. Coordination of the Women's Studies Program

It is recommended that the women's studies program be coordinated through the Dean's Office, College of HASS. This coordination would be limited to the following activities:

a. Advising and referral of students seeking to participate in the area studies and liberal arts degree programs with a women's studies emphasis.

As both these programs are already coordinated through the Dean's Office, College of HASS, it is logical that the women's studies

program would be "housed" here. Students need to know a name and a place in order to make initial inquiries and be referred to appropriate faculty. The Women's Center has fulfilled this need most ably while the program has remained only elective. As students wish to receive an area studies certificate and/or a liberal arts degree, the time and knowledge required extends beyond the scope of the Women's Center, where the program emphasis lies in a different direction. The relationship of the women's studies program to the Women's Center for Life-Long Learning will be described in more detail below.

b. Facilitating communication among faculty involved in the program and providing an information resource.

Departmentally-based courses can be developed most effectively within departments. However, these faculty must interact with each other in order to have a program with any conceptual consistency. To be successful, the program must have an atmosphere of "academic community." For this reason, a frequent pattern across the country has been to house the program in a separate academic department which hires its faculty and develops its course offerings as any other department would do. This is not recommended for Utah State University.

Instead, it is recommended that responsibility for faculty interaction within the program be at the college level. Faculty, also, need a name and a place to turn to, in order to coordinate their course, or course components, and to find out what others are doing. Additionally, the coordination at the college level should facilitate and encourage the development of inter-

disciplinary offerings. Problems relating to women fall outside departmental lines and separate disciplines and are more properly addressed through interdisciplinary cooperation. The results of interdisciplinary cooperation can then feed back into the scholarship and teaching of individual departments.

c. Dissemination of information to students and recruitment of students.

It is recommended that annually a course listing of all women's studies offerings be published for students. This listing would include:

*Core courses
*Interdisciplinary courses
*Departmental courses
*Independent studies, field work and practicum experiences
*Regular courses where a component is devoted to women's studies
*Related courses for use in an area studies or liberal arts degree program
*Faculty who teach, are doing research, or are willing to advise in the program.

d. Review and approval of courses for inclusion in the women's studies program.

The encouragement of course development must proceed along preplanned and academically consistent thematic tracks. A review process and guidelines for women's studies courses are crucial in order to:

1. Provide a well-balanced academic program of courses that will allow students to concentrate in depth or to choose electives.
2. Avoid duplication of subject matter.
3. Avoid competition for students by providing a balanced offering of courses in all quarters.

It is recommended that a committee be appointed by the Dean, College of HASS, to review courses for the annual listing. Primarily a faculty committee, it would also include a graduate and

undergraduate student. The review process should not be seen as approval or disapproval of a course for the women's studies program. Instead, the faculty committee would interact with the faculty member during the development of the course in order to steer his or her interests and desires towards areas not yet covered by existing courses, and needed for overall balance in the program.

e. Evaluation of the program

It is recommended that the evaluation of the women's studies program supplement the departmental evaluation of courses. The structure and content of the overall evaluation of the program is discussed in a later section.

As the program is meant to be an academic and interdisciplinary research, teaching, and learning experience focused on the subject of women and sex role socialization of men and women, it is expected that both men and women will want to participate as faculty and students. Included in the evaluation of the success of the program should be the participation of both sexes.

III. Staffing the Women's Studies Program

Within departments, faculty have and will continue to develop and teach courses for the program. The program can survive in this fashion, but it cannot grow and flourish without central coordination as described in the previous section. To encourage students and faculty involvement and interaction, and to adequately evaluate the contribution the program makes to the rest of the curriculum, requires time and dedicated effort. Additionally, students and faculty need a name and a place to refer to for information, advice and encouragement.

It is therefore recommended that a faculty member be given release time and secretarial support to provie the services described in the previous section under Coordination of the Program on a part time basis. It is recommended that the salary for the coordinator be administered by the Dean's Office, College of HASS., and that the Women's Studies Program be housed somewhere in the college. However, the position should be opened up campus-wide for all interested faculty to apply; and selection criteria should not limit final choice to faculty in the College of HASS even though the program will be administered there.

It has been pointed out that no money exists for the women's studies program. However, a part time commitment would not cost much, and small contributions from a variety of sources could generate the necessary salary. It is anticipated that the salary dollars contributed will be more than repaid in research dollars generated, increased enrollment, and publications produced, in keeping with two national trends:

1. An increased interest in and dedication to the objective study of women and their changing status.

2. A changing enrollment pattern from the traditional 18-21 age group to a life-long learning pattern. Nationally, there has been a dramatic increase in the numbers and percentages of women enrolling in both undergraduate and graduate degree programs (Chronicle of Higher Education, Feb. 7, 1977, Vol. 13, #21).

IV. Relationship of the Women's Studies Program to the Women's Center for Life-Long Learning

The Women's Center for Life-Long Learning has served as an advocate for women's studies courses since it opened. It has a valuable role to play within the women's studies program.

The Women's Center for Life-Long Learning reaches out and

encourages community women to return to the campus for enrichment, non-credit programs sponsored by the Women's Center, or re-entry into an academic program for vocational preparation and/or degree achievement. Further, as a coordinating agency, it is in touch with academic departments across the campus and with community resources, programs and organizations.

The Women's Center could serve the women's studies program by:

1. Sponsoring guest lecturers and programs which will enrich and supplement women's studies courses.
2. Refering non-traditional women to courses and faculty members teaching and advising in the program.
3. Coordinating field work and internship programs for which students receive academic credit in both on-campus and off-campus departments and agencies.
4. Providing field work and practicum experiences for students where appropriate.
5. Sponsoring, along with the Extension Division, the "taking out" of women's studies courses to off-campus community locations such as the public library. The Women's Center already endeavors to bridge the indistinct line between campus and community with its programs and activities.
6. Assisting with the dissemination of information about the program.

A model continuing education program for women which ties together women's studies and community outreach is described in: Female Studies VII: Going Strong: New Courses/New Programs, Deborah Silverton Rosenfelt, ed., p. 222ff.

Proposed Curriculum

The women's studies curriculum will allow students to take courses as electives, for an area studies concentration or for an interdisciplinary emphasis within the liberal arts degree. Requirements for the area studies concentration and the liberal arts degree are as follows:

Area Studies:

Minimum of 36 credits

Minimum of three disciplines - no more than 18 credits from one discipline

GPA on the 36 credits must be at least 3.00

Liberal Arts Degree:

Foundation Courses:

English 100 or equivalent	6
General Education (students will hopefully elect to take foundation courses such as the world history (101, 102, 103) and world literature (216, 217)).	40
Foreign language (or demonstrated language competency)	25
	71

Liberal Arts Emphasis:

Selection of interdisciplinary areas to focus course work.	60

Electives: 55

Communications
It is recommended that a student enhance his/her communication ability, both written and interpersonal. Advanced English composition and speech and communications courses are recommended for students to choose among (10-20 credits)

Career Orientations
Other preprofessional courses of study in science, law, business or other career preparation to enhance professional or employment opportunities.

* A minimum of 60 credit hours of upper division credit is necessary to satisfy University graduation requirements.

In addition, students participating in either the area studies program or the liberal arts degree will be required to take a minimum of 12 credit hours of women's studies courses;

and have a faculty advisor from the list of resource faculty in Appendix D, and the Women's Studies Coordinator approve their individualized program for study. Students working on a liberal arts degree program will also take 6-12 credits of independent research and/or field work practicums.

I. Core Courses

"Changing Roles for Women", Sociology - HECE 438, has served as an introductory course to the field of women's studies since it began in the fall of 1972. It has endeavored to cover three main themes:

*socialization into sex roles:
(early childhood, the family, schools, media)

*the mature women's roles:
(employment outside the home; wife, mother, housekeeper)

*legal rights and current status of women
(economic, political, historical)

In so doing, the course skims lightly over too many important topics. Comments from students in evaluations have occasionally mentioned that there was too much information to grasp and synthesize.

It is recommended that "Changing Roles for Women" be redesigned to become a two-quarter sequence taught fall and winter quarters until demand requires more than one offering per year. The two-quarter sequence would be required for area studies and liberal arts degree programs. The first quarter would comprise the socialization process, while the second quarter would study adult sex roles and the current status and legal rights of women. It is also recommended that this course be designed and offered as a lower division 200-300 level course. Students taking the course as an elective could take the entire sequence or each quarter separately.

In the past, enrollment in the course has been between 25-30. This has allowed for discussion and interaction in addition to lectures. If the sequence is expanded to two quarters and offered only once a year, enrollment will grow. It is recommended that the course then be organized to include lectures to large numbers of students, and smaller seminar discussion groups. Several samples of core courses can be found in Appendix E.

Expansion of the course to a two-quarter sequence would allow for incorporation of new materials, so that the course would provide a broad introduction to the field of women's studies.

The very nature of the course is interdisciplinary and will require expertise from a variety of fields. It is recommended that 2-3 faculty members comprise a core team. Each faculty member would be a leader of a discussion group. The core team would attend all sessions. Additional expertise from fields not represented among the faculty team members could be drawn in as guest lecturers. Review of other women's studies programs shows that the initial approach to women's studies of having a wide variety of guest lecturers is being replaced by a team approach to provide concept consistency and positive role models.

If the program grows, it may be desirable to consider adding more courses such as a social history of women or a review of women in literature to the interdisciplinary core course offerings. It is recommended for the present that courses such as these be developed as departmental offerings.

II. Departmental Courses

Women's studies courses already available and being offered by departments have been described in an earlier section of this report. Many departments also offer independent studies and readings and conferences course numbers that can be used to supplement existing women's studies courses (See list in Appendix C).

It is hoped that additional courses will be developed to provide both depth and breadth to the total program. Potential departments for the development of new courses, and suggested titles are listed below. For most of the courses on this list, sample syllabii of courses already being taught at other colleges and universities can be found in Appendix F. These are intended as resource materials for faculty interested in developing a course or course component who would like to see what has been done elsewhere.

The recommended new courses are suggestions to show how the current offerings in women's studies could be expanded to include departments not already involved and what the scope of the program could be. It is based upon the review of courses and programs at USU and at other institutions of higher education. The list projects the total credits that would be available (including courses already being offered) in each department. It is not anticipated that all departments listed will have the faculty resources to develop courses in women's studies, nor is it intended that the suggested courses would be taught more than once a year or once every two years. In some departments several suggestions are given to show the different kinds of courses being taught in that discipline with the expectation that one of the suggestions might be developed. In some cases, the subject matter could be covered through existing readings and conferences courses.

RECOMMENDED NEW COURSES

Department	Suggested Minimum # of Credits in Women's Studies by Department	Suggested Course(s)
Art	3	Course already being developed
Biolgoy	3	a. Sex and Society b. Sexuality and Fertility in Contemporary Society (interdisciplinary course offered with psychology and HPER) c. Female Physiology
Business Administration	2-3	Women in the Profession
Communication	6	a. Images of Women in the Media b. Interpersonal Communication and Women
Economics	3	a. Women and the Work Force b. The Role of Women in the Economy
Elementary & Secondary Ed.	3	Required course for teaching certificate: Sex Role Socialization in the Schools
English	9	2 courses under one course number are already being taught by two different instructors; a course on women in Mythology is proposed. It is recommended that the English Department develop a 3 quarter, 9 credit sequence of different women's studies courses.
History	6	Women in Western Civilization History of Women in America
Family and Human Development	3-6	1 course already being taught. Sex Role Socialization of Children Within the Family.
HECE	3	2 courses already being taught. "Changing Roles for Women" & "The Family and Economic Change".
HPER	2-3	Women and Their Health
Philosophy	3	a. Religion and Women b. Philosophy of Women and Sex Roles
Political Science	3	a. Lives in Tension (See Appendix) b. Sex Roles, Law & Society
Psychology	3-6	a. Sex Differences in Social Behavior b. Psychology of Women c. Human Sexuality d. Sex Roles & Human Identity
Sociology, Social Work & Anthropology	6-9	a. Introductory course "Changing Roles For Women" already being taught. Recommend it be expanded to a 6 credit two quarter sequence. b. New course in anthropology being developed. c. Recommend an upper-division or graduate level seminar: Special Problems in Women's Studies or Sex Roles in Contemporary Society.

Projected Total Number of Departments = 15
Projected Total Credits Available = 60
(Credits already available = 21)

New courses should be developed slowly and carefully so as to provide new dimensions to existing courses while maintaining the overall academic quality of the program. While new course development is being recommended where motivated faculty and student interest appear to justify it, any new courses should be non-repetitive of existing offerings both in the women's studies program and the department. It is felt that the overall enrollment picture is good. It is projected that the additional publicity for courses and the availability of an area studies concentration and liberal arts degree emphasis will cause enrollment to increase quite rapidly.

III. Research

Research is seen as an integral part of the women's studies program. Because of the long-standing neglect of women as a subject of serious, unbiased study, attitudes regarding women are based upon information of questionable validity and an incomplete knowledge of history and culture. It is hoped that faculty teaching women's studies courses or course components (see below) will continue to be actively engaged in research and publication in their field.

IV. Component Courses

A large number of courses related to women's studies already exist at USU. These courses can be useful foundation courses for students designing area studies or liberal arts degree programs. Some of these courses could also be revised to better meet the needs of women students and more accurately reflect changing attitudes about women by:

1. Addition of women's studies materials throughout to change the orientation of the course to reflect the contribution of women;

2. Addition of women's studies materials as a component of the course;

3. Minor alteration to add a women's studies perspective where appropriate.

A listing of these courses from the USU catalog is given in Appendix B.

Departments contemplating whether or not to expand their curriculum by the addition of a women's studies course, or by revising courses to include material about women might want to review their current offerings with the following questions in mind:

1. Do undergraduate courses reflect changing attitudes towards women and particularly towards women students?
2. Do courses reflect distortions in content and absence of relevant ideas and facts related to women?
3. Does the research in the particular field reflect more cognizance of the role of women?
4. Are more women faculty members present or available?
5. To what degree are undergraduate and graduate courses oriented toward male performance, male leadership, and the perpetuation of male hegemony in the definition of professional standards and values?

(ED 074890 Prologue to the Women's Studies Program at the University of Pittsburg - 1972.)

It is recommended that courses having a women's studies component be included in the annual course listing prepared for distribution to students. Course components will contribute greatly to the education of all men and women students to an increased awareness of women's roles and accomplishments. A major goal of a women's studies program should be to permeate the entire curriculum with a new awareness of women based on the research and knowledge being generated. It is hoped that many faculty will apply for minigrants from the Instructional Development Division to revise existing courses to include a component on women.

V. Independent Study, Field Work and Practicum

Numerous opportunities for independent research or field work already exist at USU. Students working on area concentrations and

liberal arts degrees can choose these courses as part of their overall program. A listing of available courses for independent studies and field work can be found in Appendix C. A listing of resource faculty available to advise students regarding independent study and research or field work is given in Appendix D. Numerous opportunities exist within the community as well as on-campus for field work and practicum experience. The coordinator of the Women's Center for Life-Long Learning can advise students about these possibilities.

VI. Thematic Tracks

Students planning an area studies concentration or a liberal arts degree program in women's studies should seek approval for their program from a faculty advisor or the Women's Studies Coordinator (See the resource faculty available who are listed in Appendix D). Such programs will be designed around themes. Fortunately, the USU curriculum is rich in related course offerings for the development of women's studies themes. Possible themes could be:

1. American Women in Traditional Roles: The Heritage of the Housewife/Mother.
2. Woman as a Social Being.
3. Images of Women Through the Ages.
4. Women and Power.

Sample degree programs for these themes are found in Appendix E.

Program Evaluation

The evaluation plan for the women's studies program described in this section is derived from the goals and objectives, pages 33-34. The purpose of the evaluation plan is to outline ways of examining the program in order to make decisions as to its future.

For each of the four goals specific objectives have been listed. In the evaluation plan, anticipated outcomes are identified for each objective, and methodologies or criteria for assessing whether or not the anticipated outcomes have been realized are given. The anticipated outcomes are projections of what the program could be. These projections were made at the time the proposed program was conceptualized. As the program gets under way, they will need to be reviewed and probably revised.

Potentially, some of the most important accomplishments of the program will be unanticipated. It is hoped that the evaluation will also identify these unanticipated outcomes which could be important in decision-making about the future.

It is recommended that the women's studies program be evaluated once every two years.

Goal I

Develop a sufficient number of women's studies courses and course components to provide students with the following options: elective courses, an area studies concentration, a liberal arts degree.

Objective A: Coordinate existing course offerings to avoid duplication in scheduling.

Anticipated Outcomes:

1. The total number of courses offered in a given academic year will be distributed evenly among fall, winter and spring quarters, and several courses will be taught summer quarter. Courses will not be offered at the same time on the same day.

2. The total enrollment in women's studies courses will increase as schedule conflicts decrease.

Evaluation Criteria and Methodology:

A sample worksheet for evaluating to what extent the anticipated outcomes have been realized at the end of the first two years of the program can be found on the following page. It includes space for documenting unanticpated outcomes.

Objective B: Develop and implement procedures for incorporating new courses into the program. These procedures will stress designing course offerrings which compliment those already in the program by avoiding duplication in subject matter and providing diversity of teaching style.

Anticipated Outcomes:

Proposed courses in the women's studies program will follow the procedures of the department, college, and Educational Policies Committee for approval as a regular university offering. The role of the women's studies coordinator, or a committee appointed for this purpose, will be to offer advice, assistance and information to the faculty member before and during new course development.

The procedures that are developed should emphasize encouraging the faculty member to creatively add to the women's studies courses that already exist. This can best be done by providing opportunities for interaction of the new faculty member and his/her ideas about the proposed course with those faculty currently teaching in the program before and during the development of a new course.

Sample Evaluation Worksheet for Goal 1, Objective A

Women's Studies Courses		Courses Taught 1978-79*																				Enrollment			
		Fall						Winter						Spring						Summer					
Name	Department and Number	Time	M	T	W	H	F	Time	M	T	W	H	F	Time	M	T	W	H	F	Time	M	T	W	H	F	Fall	Wint.	Sp	Sum

Unanticipated Outcomes:

* Same data would be gathered each year.

The purpose of this interaction will be to acquaint the faculty member with what is already happening so as to avoid duplication in content, course level, and teaching style; and to provide the faculty member with some ideas about emphases or directions his/her course could take to provide diversity, breadth and depth to what is already available in this interdisciplinary field.

The spirit underlying the procedure will hopefully be to help the faculty member gear his/her ideas in directions most advantageous to the ongoing program; and not to evaluate the course of its suitability for the program.

Evaluation Criteria and Methodology:

The success of the procedures for assisting faculty members with the development of new courses or course components can be evaluated through the information obtained in the measurement of the anticipated outcomes of Objective C. (See page 55.)

Objective C: Provide a variety of learning experiences to meet student needs.

Anticipated Outcomes:

The courses that currently exist, or are proposed or being developed, were described in Section II of this report. Under proposed curriculum (pages 45-47), 15 potential departments and approximately 60 total credit hours were described.

Projections for new course development are cautious and are accompanied by the realization of two higher priorities. First, of primary importance is the maintenance of high academic quality in all courses in the program. Secondly new courses must not duplicate the content of, or compete for enrollment with existing courses. With these two important limitations on new course development, it is projected that ultimately the women's studies curriculum will embrace 12-15 departments and approximately 50-60 credits (in order to provide a balanced and yet comprehensive women's studies program).

Expansion of the program to this level will probably occur in five to six years. The short range projection for new course development is two courses or six credits per year. This would follow the trend of the past several years and would result in achieving the ultimate projection in six years.

It is not necessarily intended in these projections that every course available in the women's studies program would be taught each year.

Evaluation Criteria and Methodology:

A sample worksheet for data gathering is given on the following page. The information obtained there can be compared with enrollment data collected to measure progress under objective A. This information should be helpful in assessing progress toward achieving both objective B and C.

Sample Worksheet for Evaluation of Objectives B and C, Goal 1

Women's Studies Courses Taught During 1977-1978*

Existing Course Titles	Department	Number	Faculty Member(s)	Type**	Optimal Class Size	Actual Enrollment Male	Actual Enrollment Female	Brief Description of Content from Syllabus
New Course Titles								

Unanticipated Outcomes and Comments: _____

* Same data would be gathered each year.
**Lecture, discussion, seminar, independent studies, etc.

Additional sources of information will be student evaluations of these courses, and faculty comments concerning their perceptions of how successful the courses are.

Goal II

Support efforts in all departments to improve and revise their curricula in order to include objective, non stereo-typed and accurate information about women.

Objective A: Encourage the production of research to provide empirical data on women.

Anticipated Outcomes:

In order to have a women's studies program of high academic quality, it is presumed that both research and publication activity will accompany the teaching of courses.

During 1976-1977, in addition to the faculty development grant for the women's studies program, a grant was obtained by two faculty members in the Department of Sociology and Social Work from the Women's Educational Equity Act for research on the effect of toys on career choices at the elementary school level. It is presumed that publication will result from this project. Other research proposals are being developed at USU in the area of women's studies.

It is anticipated that the growth of research and publications about women will accompany or precede the expansion of new courses, and that the long range trend over the next six years will be one of a steady increase in both the dollar amount of research grants obtained and the number of publications produced.

Evaluation Criteria and Methodology

Information concerning the title of the project, the dollar amount of the grant or contract and the name of the project leader is maintained chronologically in the Office of Grants and Contracts.

A directory of publications of the USU faculty is published periodically in the Office of Research. It is not necessarily comprehensive. Faculty members teaching in the women's studies program or doing research in the field could also be surveyed to obtain information about their publications.

Objective B: Disseminate information to departments and faculty participating in the women's studies program in order to have the newest material about women incorporated into existing courses.

Anticipated Outcomes:

As the women's studies curriculum expands into new departments and becomes better known, it is anticipated that more faculty will be requesting information, both about the existing program so that they can advise students and about new sources of information for revision of their own courses. Additionally, students will be requesting up-to-date information and more of them will want to inquire about a women's studies concentration or a liberal arts degree program.

Evaluation Criteria and Methodology:

It is recommended that the coordinator of the women's studies program make a log of student and faculty requests for information several times a year. It would appear

feasible to log requests one week fall, winter and spring quarters. It is anticipated that these requests and referals to other faculty members would become more numerous each year.

Objective C: Encourage departments and faculty to evaluate their own courses and curricula to make revisions where necessary to include women's studies materials by incorporating new research findings, introducing forgotten or neglected materials, and eliminating myths and stereotypes about women.

Anticipated Outcomes:

One anticipated outcome and its measurement would be the same as for Objective B: increasing requests for assistance and information to the coordinator of the women's studies program.

It can be assumed that the development of a new course in a department would have a catalytic effect on other faculty members who would be inspired to incorporate new materials into their existing courses. The long range projection for the development of new courses was to reach a total of 12-15 departments and 50-60 credits in six more years. Assume that a course in women's studies affects the course content of two additional courses in a department. Then, a conservative projection of the impact of women's studies on existing courses would be that 150-180 credit hours in fifteen or more departments would reflect a women's studies orientation and incorporate up-to-date material about women.

Evaluation Criteria and Materials

1. Survey students in existing women's studies courses to find out about the impact of the women's studies program on other courses they are taking:

   a. Women's studies orientation in how many other courses?
   b. In what way has the women's studies material been incorporated?
   c. Name of course and faculty member teaching it.

2. Monitor requests to the Instructional Development Division for assistance in developing new course components.

3. Monitor requests by faculty to have revised courses put in the annual flyer or brochure for the women's studies program.

Goal III

Assist the ongoing effort of the Women's Center for Life-Long Learning to attract community women who are outside the traditional age group to the campus for re-education for whatever purpose: enrichment, vocational training and degrees.

Objective A: Teach courses off campus in appropriate locations in the local community and at Extension Centers throughout the state.

Anticipated Outcomes:

Spring quarter, two courses in the women's studies program are scheduled at times and locations to attract non-traditional students. Anne Hatch is teaching Women in Today's Society (non-credit) at the Cache Public Library with free baby sitting being offered; while Michael Bull is teaching Women in Art at night with Extension credit available. Though requests have been received, no women's studies course has yet been taken to an off-campus Extension Center.

It is anticipated that increased efforts will be made to attract non-traditional students to women's studies courses. Beginning with 1977-1978 it is projected that a minimum of two courses per year will be offered through Extension at off-campus locations. A women's studies concentration in the external degree program is also anticipated.

Evaluation Criteria and Methodology

The worksheet developed for Goal 1: Objective A will indicate when courses are scheduled. The Women's Center for Life-Long Learning is a good source of information about where courses are being held which are not in regularly scheduled classrooms or listed in the schedule bulletin. Information about women's studies courses offered through Extension would be available either at the Women's Center or the Extension Class Division. Students participating in the External Degree Program and having a women's studies emphasis can be surveyed.

Goal IV:

Encourage the participation of men, as students and as faculty, in the program.

It is desirable to have both men and women faculty involved in the program as both are valuable role models. A concentration of all women would be deleterious in its polarization, and in its indication of a lack of commitment to or interest in the program on the part of men. On the reverse side, the domination of the program by male faculty

would be equally damaging. It would eliminate the positive female role models and reinforce the notion that an academic career is not appropriate for women. It is felt that an appropriate balance lies between 20% and 50% of the total for male faculty.

2. Student enrollment in courses identified as women's studies will be at least 25% male.

A major objective of the program should be to re-educate men as well as women students to the sex role stereotyping in their own lives and to the past accomplishments and current status of women.

Evaluation Criteria and Methodology

Student enrollment and faculty participation data are part of the information collected on the sample worksheet (page 55) for the evaluation of Goal I, Objective C.

APPENDIX A

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Benson, R.C. Women's Studies: Theory and Practice. AAUP Bulletin, Vol. 58, Summer 1972, p. 283-286.

Philosophical discussion of the benefits to be gained by having a women's studies program.

Berkowitz, Tamar, Mangi, Jean, and Williamson, Joan, eds. Who's Who and Where in Women's Studies. Old Westbury, New York: The Feminist Press, 1974.

Comprehensive listing of courses and programs currently being offered. The first list organizes faculty alphabetically within institution. The second list organizes those faculty members who are teaching or have taught in the field by their current institutional affiliation. It also lists the courses they teach. The third list is arranged by disciplines and contains course title and faculty name only. This volume is of limited usefulness. One would have to write to various faculty members to obtain information about their courses. (Available at the Women's Center).

Beuf, Ann, et. al., Penn Women's Studies Planners Summer Project Report: A descriptive Analysis of the Results of a National Survey. Pennsylvania University, Philadelphia, PA, 1972.

Summary of the results of a nationwide survey of women faculty involved in women's studies. The women responded to a survey instrument asking the reasons for establishing a women's studies program, the programs and courses available at their institutions, and types of organizational structures. Appendix D of this report has selected bibliographies by field: history, economics, anthropology, sociology, psychology, natural sciences, professions, humanities, general women's studies.

Granger, Bobbi, Proposal for a Department of Women's Studies at the University of Pennsylvania. Philadelphia PA: the University of Pennsylvania, 1972, ED 070414.

This report describes the process by which their proposal for a women's studies program was developed. It contains suggested curriculum and degree structures. The part of the proposal for library facilities and materials would be excellent reference materials once USU's program is established.

Hoffman, Nancy, Secor, Cynthia and Tinsley, Adrian, eds. Female Studies VI: Closer to the Ground. Old Westbury, New York: The Feminist Press, 1972.

Series of essays about the first women's studies courses and the ideas and actions they generated. Excellent reading material for faculty teaching women's studies courses. Volume contains descriptions of classes, feminist criticism, and a profile of the Women's Studies Program at Portland State University. (Available at the Women's Center).

Howard, Suzanne, Liberating Our Children, Ourselves: A Handbook of Women's Studies Course Materials for Teacher Educators. Washington D.C.: American Association of University Women, 1975.

Monograph about course outlines, objectives, syllabi, and readings for women's studies courses for teacher education programs. Good resource material for faculty developing courses in the College of Education.

Howe, Florence, Female Studies II. Pittsburgh, PA: KNOW, Inc. P.O. Box 10197.

This is a collection by the Commission on the Status of Women of the Modern Language Association. It contains 66 syllabi and bibliographies for women's studies courses. The courses are organized by subject areas: literature, history, social science, introductory and interdisciplinary courses, and art. The collection provides valuable resource material for faculty developing new courses. (Available in the Women's Center).

Howe, Florence and Ahlum, Carol, eds. Female Studies III. Pittsburgh, PA: KNOW, Inc., December, 1971.

By 1971 the Modern Language Association's commission on the Status of Women was functioning as a clearing house for information on women's studies. This volume contains additional curricular information and a section about women's studies programs. The first section is a complete listing of all courses being offered at the time. The second section is a selected and edited group of outlines, and the third section contains brief descriptions of 17 women's studies programs across the country. A valuable reference for curricula and programs. (Available at the Women's Center.

Howe, Florence, ed. Women and the Power to Change. New York: McGraw Hill Book Co., 1975.

Volume of essays sponsored by the Carnegie Commission on Higher Education. Two essays containing interesting thoughts about the role of women's studies within the University: "Toward a Woman Centered University" by Adrienne Rich and "Women and the Power to Change" by Florence Howe.

Ohmann, Carol and Shuwalter, Elaine, eds. Female Studies IV: Teaching about Women. Pittsburg, PA: KNOW, Inc., 1971.

This volume contains seven essays about women's studies courses being taught for the first time. The essays discuss the problems and benefits of teaching women's studies. The introduction provides helpful information for building a rationale for women's studies. (Available at the Women's Center).

Parker, Reese. Evaluation Report: Environment/Values Curriculum Project. Utah State University, 1975.

Another evaluative report concerning the Environment and Values Program. Also on file in the Instructional Development Office.

"Prologue to the Women's Studies Program", University of Pittsburg, 1972, ED 074890.

Comprehensive and excellent source of information about courses. Course outlines are extensive. Examples of the particularly interesting courses described are "Reproductive and Developmental Biology of Women" and "History of Women in the United States". The Prologue also contains the structure and mission of various subcommittees and the activities of the Curriculum Committee, for women's studies. These sections should be reviewed when the program at USU is well established. Also contains an excellent section on the advantages of women's studies, and criteria for departments to use in evaluating their curriculum to see if it is non-sexist.

Robinson, Lora H. Courses and Programs for Higher Education, Washington, D.C.: American Association for Higher Education, 1973. ERIC/Higher Education Research Report #1.

Survey of existing courses and programs, and conjecture about the future of women's studies in colleges and universities. Does not have the detail of the Female Studies series, but is insightful concerning programs. Describes various course and degree programs.

Rosenfelt, Deborah Silverton. Female Studies VII: Going Strong, New Courses, New Programs, Old Westbury, New York: The Feminist Press, 1973.

By the time this book was published there were well over 2,000 courses and 80 programs across the country. This volume contains 200 courses arranged by subject matter. Courses were selected for inclusion because they would be particularly helpful to faculty developing their own courses. Subject areas included are: Interdisciplinary, Humanities and Arts, Social Sciences, Sciences, Vocational/Professional/Applies, and miscellaneous. The final section contains information about 30 programs. Excellent resource material for faculty. (Available at the Women's Center).

Rosenfelt, Deborah Silverton, ed. Female Studies X: Learning to Speak; Student Work. Old Westbury, New York: The Feminist Press, 1975.

The purpose of this book was to provide teachers and students with access to products of classes other than their own. It contains 23 student contributions and a collective autobiography. The collection represents varied ages, economic and ethnic backgrounds, institutions, and geographic areas of the country. The authors feel strongly that what happens to the student in a women's studies course should be the basis for evaluation of the course. This volume offers insight into how to evaluate a course in women's studies. (Available in the Women's Center).

Stewart-Young, Bryan. Evaluation of the Values and Environment Program. Utah State University.

An evaluative report prepared by a student during the third year of the Values and Environment Program. Also on file in the Instructional Development Office.

Thaxter, Philip Schuyler. Practicum Project: The Values and the Environment Course Program: A Description and Evaluation. Utah State University.

This report is on file in the Instructional Development Office, Library 202. It contains valuable information regarding problems that arose with the Values and the Environment Program and reasons underlying those problems.

Tobias, Sheila: Female Studies I. Pittsburgh, PA: KNOW, Inc.

An anthology of seventeen syllabi and bibliographies of courses taught or proposed during 1969-1970 in the field of women's studies at institutions of higher education. It was not intended to be a complete list. It contains good resource material for faculty developing new courses, or revising existing courses. Some syllabi contain extensive reading lists and outlines. Publication date not given, probably was 1970. This volume is the first of four in a large blue notebook in the Women's Center for Life-Long Learning.

Tobias, Sheila. "Teaching Female Studies: Looking Back over Three Years", Liberal Education , Vol. 58, May 1972, pp. 258-264.

This article describes her experiences and the insights gained while teaching women's studies courses. It also describes new styles of teaching that were utilized.

Utah State University Bulletin, 1976-1978 Catalog.

Lists all courses currently approved to be taught at Utah State University by department. Provides information about credits, when taught, and a brief description of the content.

APPENDIX B

COURSES IN THE USU CATALOG
RELATED TO
WOMEN'S STUDIES SUBJECT MATTER AND ORGANIZED BY DEPARTMENT

Courses in the USU Catalog which are:

1. Related in some way to Women's Studies; and useable for an area studies certificate or liberal arts degree program.

2. Candidate for departmental review for inclusions of new research and information about women:

   a. Addition of women's studies materials throughout to change orientation of course to better reflect the contributions of women and their role in society.

   b. Addition of women's studies materials as a component of the course.

   c. Minor alteration to add women's studies perspective where appropriate.

3. Provide skill building opportunities

4. Provide independent study and research, field work and practicum opportunities.

Interdisciplinary Courses

HASS 120:	Beginning Problems in Freedom and Responsibility
HASS 121:	The Ascent of Man
HASS 123:	Classic Theatre: The Humanities in Drama
HASS 205G	Clash of Culture
HASS 225	Introduction to Latin America
HASS 261, 262, 263	East Asian Civilization
HASS 520	Freedom and Responsibility
HASS 521	The Ascent of Man
HASS 523	Classic Theatre: The Humanities in Drama

Departmental Courses

ART 365	History of Printing in the U.S.
ART 571	Art of Asia
ART 572	Primitive Art
ART 573	Art of Egypt and the Ancient Near East
ART 574	Greek Art
ART 575	Roman Art
ART 576	Early Christian and Byzantine Art
ART 577	Medieval Art
ART 578	Renaissance Art in Italy
ART 579	Renaissance Art in the North
ART 580	Baroque and Rococo Art in Italy
ART 581	Baroque and Rococo Art in Italy
ART 582	Nineteenth Century Art
BIOLOGY LS 101	Biology and the Citizen
BIOLOGY 210 G	Population and Your Environment
BIOLOGY 302	Evolution, Ecology and Man
BIOLOGY 310	Bioethics: Emerging Issues in Biomedicine
BIOLOGY 130	Human Physiology
BUS. AD. 311	Management Concepts
BUS. AD. 360	Behavioral Dimensions of Management
BUS. AD. 376	Employment Law
BUS. AD. 412	Business and Society
BUS. AD. 451	Consumer Behavior
BUS. AD. 461	Employment Practices
BUS. AD. 463	Wage and Salary Administration
BUS. AD. 469	Problems in Personnel and Industrial Relations
BUS. AD. 489	Business Policy
BUS. AD. 609	Survey of Mangement and Organizational Behavior

BUS. AD. 662	Human Aspects of Administration
BUS. AD. 664	Seminar in Organizational Behavior
BUS. AD. 668	Theories and Practice in Organizational Development
BUS. AD. 681	Seminar in Management Theory
COMM 121	Introduction to Mass Communications
COMM 503	Mass Media and Society
COMM (Journalism) 504	School Publications
COMM 511	Psychology and Semantics of Speech
COMM 517	Persuasion
SPEECH 101 G	Communication: Public and Interpersonal
SPEECH 105 G	Public Speaking
SPEECH 160 G	Interpersonal Communications
SPEECH 225	Introduction to Communication Theory
SPEECH 305	Technical and Professional Communication
SPEECH 325	Organizational Communication
ECONOMICS 510	History of Economic Thought
ECONOMICS 511	Economic History of the U.S.
ECONOMICS 520	Introduction to Labor
ECONOMICS 522	Labor Force Anlaysis and Manpower Economy
ECONOMICS 552	Social Security and Income Maintenance
ECONOMICS 580	Economic Development
EL. ED. 410	Teaching Language Arts
EL. ED. 420	Teaching Social Studies
EL. ED. 425, 430	Teaching Mathematics
EL. ED. 435	Kindergarten Education
EL. ED. 615	Foundations of Curriculum Development
EL. ED. 640	Current Problems in Elementary Ed.
EL. ED. 645	Creative Education in Elementary Schools
EL. ED. 675	Improvement of Math Instruction
EL. ED. 680	Improvement of Social Studies Instruction
EL. ED. 685	Improvement of Language Arts Instruction
ENGLISH 120, 121, 122 G	Great Books and Ideas
ENGLISH 124 G	Introduction to Folklore
ENGLISH 126 G	Mythology
(All Literature Courses)	
ENGLISH 330	Women in Literature
ENGLISH 350	Major American Themes
ENLGISH 409	Introduction to Language
ENGLISH 416	Children's Literature
ENGLISH 417	Literature for Adolescents
ENGLISH 509	History of the English Language
ENGLISH 510	Studies in Linguistics

FHD 120	Marriage and the American Family
FHD 150	Human Growth and Development
FHD 250	Seminar in Early Childhood Education
FHD 260	Guidance of Children
FHD 272	Marriage
FHD 376	Contemporary Family in the U.S.
FHD 378	Understanding Infants
FHD 381	Adolescence
FHD 388	Update in Quality Parenting
FHD 420	The Family in Middle and Later Years
FHD 440	Family Life Education
FHD 565	Parenting and Family Life Education
FHD 606	Theories of Human Development
FHD 601	Socialization in Human Development
FHD 610	Seminar in Family Relations
FHD 641	Social Change and the Family
FHD 685	Non Verbal Communication
HECE 265	Housing
HECE 275	Home Furnishings
HECE 300	Household Equipment
HECE 349	Management and Decision Making
HECE 355	Family Finances
HECE 375	Consumer Education
HECE 406	Behavioral Aspects of Clothing
HECE 465	Housing Problems
HPER 441	Alcohol, Tobacco and Drugs
HISTORY 101, 102, 103	Comparative Civilization
HISTORY 104, 105	Western Civilization
HISTORY 170	American Civilization
HISTORY 261	Eastern Asia Civilization
ALL PERIOD SURVEY COURSES	Europe
	Africa
	Asia
	U.S.
	Latin America
HISTORY 501, 502	Ideas in Early European History
	Ideas in Modern European HIstory
HISTORY 541	Cultural History of the U.S.
HISTORY 545	Constitutional History of the U.S.
L&P 420	Contemporary French Civlization, Germanic Culture, Hispanic Culture.
L&P 421	The Heritage of France
L&P 461, 462	Survey of French, German, or Spanish Literature

L&P 112	Social and Political Philosophy
L&P 310	History of Ancient Philosophy
L&P 311	History of Medieval Philosophy
L&P 312	History of Early Modern Philosophy
L&P 313	History of 19th Century Philosophy
L&P 315	Twentieth Century Philosophy
L&P 316	The History of American Philosophy
L&P 410	Philosophy and Contemporary Social Problems
L&P 411	Theories of Value
NFS 122	Nutrition for Man
NFS 123	Food Preparation
NFS 225	Meal Management for the Family
NFS 440	Nutrition
NFS 448	Community Nutrition
NFS 488	Maternal and Child Nutrition
POL SCI 110	American National Government and Politics
POL SCI 511	American Political Opinion
POL SCI 514	American Judicial System
POL SCI 530	Politics and Social Change
POL SCI 531	American Political Thought
POL SCI 571, 572	American Constitutional Law
PSYCHOLOGY 110	Human Development: General
PSYCHOLOGY 121	Human Relations
PSYCHOLOGY 351	Social Psychology
PSYCHOLOGY 366	Educational Psychology
PSYCHOLOGY 421	Personality Theory
PSYCHOLOGY 440	Analysis of Behavior: Learning, Motivation
PSYCHOLOGY 514	Human Development: Adolescence
PSYCHOLOGY 524	Working in Guidance
PSYCHOLOGY 601	Analysis of Behavioral Principles
PSYCHOLOGY 602	Analysis of Behavior Development
PSYCHOLOGY 603	Analysis of Behavioral Application
PSYCHOLOGY 618	Practicum in Child Psychology
PSYCHOLOGY 626	Career Information Services
PSYCHOLOGY 630	Group Testing
PSYCHOLOGY 631	Intelligence Testing
PSYCHOLOGY 666	Principles of Learning
SEC ED 313	Current Problems and Future Trends in Education
SEC ED 450	Secondary Curricular Seminar
SEC ED 615	Foundations of Curricular Development
SEC ED 625	Current Problems in Secondary Education

SOCIOLOGY 102	American Culture
SOCIOLOGY 200	General Sociology
SOCIOLOGY 240	Modern Social Problems
SOCIOLOGY 320	Population Problems
SOCIOLOGY 330	Social Change
SOCIOLOGY 340	Minority Groups
SOCIOLOGY 341	Juvenile Delinquency
SOCIOLOGY 350	Social Psychology
SOCIOLOGY 420	World Population Problems
SOCIOLOGY 431	Political Sociology
SOCIOLOGY 432	Industrial Sociology
SOCIOLOGY 433	Social Institutions
SOCIOLOGY 437	Social Stratification
SOCIOLOGY 442	Criminal Law and Convictions
SOCIOLOGY 451	Social Movement
SOCIOLOGY 452	Group Dynamics
SOCIAL WORK 240	Social Welfare among Minority Groups
SOCIAL WORK 335	Child Welfare
SOCIAL WORK 436	Legal Obligations within the Family
ANTRHO 150	People and Cultures of the World
ANTHRO 210	Anthropology of Race
ANTHRO 404	Economic Anthropology
ANTHRO 501	Comparative Value Systems
ANTHRO 502	Comparative Family System
ANTHRO 503	Comparative Religious Systems
ANTHRO 560	Culture and Personality
SPECIAL ED 241	Pluralism in Education
THEATRE ARTS 434	History of American Drama and Theatre
THEATRE ARTS 436	English Drama to 1660
THEATRE ARTS 438	English Drama 1660 to 1890
THEATRE ARTS 534	Modern Continental Drama
THEATRE ARTS 549	Modern American Drama
THEATRE ARTS 584	Modern British Drama

APPENDIX C

INDEPENDENT STUDIES, RESEARCH COURSES, FIELD WORK AND PRACTICUM EXPERIENCES AVAILABLE AT USU

Course Numbers for Independent Readings and Research, Field Work, and Practicums

BUS AD 480	Independent Research and Reading
COMMUNICATIONS 500	Projects in Communication
COMMUNICATIONS 311	Newspaper Internship
ECONOMICS 612	Readings in Economics History
ECONOMICS 691	Independent Research
EL ED 491	URCO
EL ED 555	Practicum in Evaluating School System Programs
EL ED 556	Practicum in Improving School System Programs
EL ED 590	Independent Study
EL ED 591	Independent Research
EL ED 690	Independent Study
EL ED 693	Readings and Conference
ENGLISH 356	Readings in Individual American Authors
ENGLISH 385	Readings in Individual English Authors
ENGLISH 492	Senior Practicum
ENGLISH 556	Critical Study of Individual American Authors
ENGLISH 585	Critical Studies of Individual English Authors
ENGLISH 595	Readings and Conference
ENGLISH 695	Independent Studies
FHD 282	Practicum in Early Childhood Education
FHD 486	Practicum in Agencies Serving Children
FHD 490	Independent Studies
HISTORY 489	Independent Studies
HISTORY 491	Readings and Conferences
HISTORY 291	Independent Studies
HISTORY 589	Special Studies
HECE 325	Cooperative Work Experience in Home Economics
HECE 490	Independent Study
HECE 489	Field Experience in Clothing and Textiles
POL SCI 491	Readings and Conference
POL SCI 589	Special Topics in Political Science
POL SCI 591	Internship
PSYCHOLOGY 491	URCO
PSYCHOLOGY 590	Independent Study
PSYCHOLOGY 591	Independent Study

SEC ED 313	Current Problems and Future Trends in Education
SEC ED 491	URCO
SEC ED 555	Practicum in Evaluating School System Programs
SOCIAL WORK 595	Directed Readings in Social Work
SOCIOLOGY 490	Independent Readings
ANTHROPOLOGY 590, 690	Independent Studies

APPENDIX D

FACULTY INVOLVED IN THE WOMEN'S STUDIES PROGRAM

This list is comprised of those faculty and staff who identified themselves and their area of interest at the time the report was being prepared. It is not exhaustive. There are many other concerned and interested faculty with expertise in the area.

FACULTY INVOLVED IN THE WOMEN'S STUDIES PROGRAM

Name	Field or Department	Teaching Women's Studies	Teaching a related course or course component	Developing a new course	Interested in participating as a resource person or advisor	Recommended as a resource person by faculty currently teaching women's studies courses
Michael Bull	Art	X				
Patricia Gardner	English	X				
Marilynne Glatfelter	Counseling	X				
Lynne Goodhart	Languages & Philosophy	X				
Susan Lindoo	Natural Resources	X				
Ramona Marotz-Baden	Family & Human Development	X				
Shirlene Mason	English	X				
Alison Thorne	Home Ec. & Consumer Education	X				
Peter Ascoli	History			X		
Ruth Clayton	HECE		X			
Richley Crapo	Anthropology			X		
Zenna Beth Crockett	English			X		
Carol Loveland	Anthropology			X		
Anne Hatch	Women's Center		X		X	
Jane Lott	HECE				X	
Janice Pearce	HPER				X	
Jeff Simmonds	University Archivist				X	
Coralie Byers						X
Rene Kasinsky	Sociology					X
Mick Nicholls	History					X
Pat Powers	Social Work					X
Pamela Riley	Sociology					X

APPENDIX E

SAMPLE LIBERAL ARTS DEGREE PROGRAMS

SAMPLE THEMES FOR A LIBERAL ARTS DEGREE WITH A WOMEN'S STUDIES EMPHASIS

The following themes for a liberal arts degree emphasis in women's studies are illustrative examples of how such programs could be developed. They are intended to stimulate the creative design of degree programs by the individual students themselves, and not to be replicated as they are given here. Many more courses than would be necessary for a degree program are shown to indicate a varity of perspectives from which the theme could be viewed.

All courses listed below were taken from the USU catalog 1976-1978. Students should consult with their faculty advisor or faculty in women's studies to find out about new courses.

Theme I: American Women in Traditional Roles: The Heritage of the Housewife and Mother

Foundation Courses	Dept. & No.	Credits
Marriage and the American Family	FHD 120	3
Human Development	Psych 110	3-5
Human Relations	Psych 121	3
American National Government and Politics	Poly Sci 110	5
American Culture	Soc. 102	3
American Civilization	History 170	5
Women's Studies Courses (WS)		
Changing Roles for Women	Soc/HECE 438	3
Women and Men	FHD 531	3
Anthropology of Sex Roles	Anthro 211	3
The Family and Economic Change	HECE 435	3
Women in Literature OR	English 330	3
Women: Perspectives Through Literature	Honors 326	2
Related Departmental Courses		
Major American Themes	English 350	3
Readings in Individual American Authors	English 356	2
American Poetry	English 444	3
American Fiction	English 448	3
History of American Drama and Theatre	Th. Arts 434	3
Modern American Drama	Th. Arts 549	3
Development of Modern America	History 442	3
The U.S. in War and Depression	History 444	3
Recent America	History 446	3
Cultural History of the U.S.	History 541	5

	Dept. & No.	Credits
Politics and Social Change	Pol. Sci. 530	3
The History of American Philosophy	Lang. & Phil. 316	3
Modern Social Problems	Soc. 240	3
Social Change	Soc. 330	3
Minority Groups	Soc. 340	3
Social Institutions	Soc. 433	3
Social Stratification	Soc. 437	3
Social Movements	Soc. 451	3
Legal Obligations within the Family	SW 436	2
Comparative Family Systems	Anthro 502	3
Contemporary Family in the U.S.	FHD 376	3
Housing	HECE 265	3
Management & Decision Making	HECE 349	3
Meal Management for the Family	NFS 225	3

Independent Studies and/or Practicums

Consult List in Appendix C and/or work with:

Jeff Simmonds, University Archivist, Library, Special Collections

Anne Hatch, Women's Center for Life-Long Learning

Pat Powers, Department of Sociology & Social Work

Theme II: Woman as a Social Being

Anthropology: The Origins

Anthropology of Sex Roles (WS)	Anthro 211	3
Anthropology of Race	Anthro 210	2
Language and Culture	Antrho 440	3
Comparative Value Systems	Anthro 501	3
Comparative Family Systems	Anthro 502	3
Culture and Personality	Anthro 560	3

Personality Development and Socialization

Changing Roles for Women (WS)	HECE/Soc 438	3
Human Growth and Development	FHD 150	5
OR		
Human Development	Psych 110	3-5
Contemporary Family in the U.S.	FHD 376	3
The Young Child	FHD 379	3
The Child from 6-12	FHD 380	3
Adolescence	FHD 381	3
Juvenile Delinquency	Soc. 341	3
Human Relations	Psych 121	3
Social Psychology	Psych 351	3
Personality Theory	Psych 421	3

	Dept. & No.	Credits
Foundation Studies in Teaching	El. Ed. 301	5
Pluralism in Education	Spec. Ed. 241	3
Legal Obligations within the Family	SW 436	2
Introduction to Mass Communications	Comm. 121	3
Mass Media and Society	Comm. 503	3
Health and Physical Development		
Human Physiology (Gen. Ed.)	Physiology 130	5
Family Health	Biology 452	3
Nutrition for Man	NFS 122	3
Alcohol, Tobacco and Drugs	HPER 441	3
The Mature Woman as a Product of the Socialization Process		
Men and Women (WS)	FHD 531	3
The Family and Economic Change (WS)	HECE 435	3
The Family and Middle and Later Years	FHD 420	3
Evolving Careers for Women (WS)	Nat. Res. 691	1
Assertiveness Training (WS)	HASS and Extension	1
Assessment Seminar (WS)	HASS 125	2
Field Practicum I	SW 426	2
Internship of Practicum in the Women's Center, Personnel or Affirmative Action Offices or in the Community	Arranged	Variable
Social Work Seminar	SW 485	2
Service to the Aged	SW 435	3
Employment Law	Bus. Ad. 376	2
Employment Practices	Bus. Ad. 461	3
Economic History of the U.S.	Econ. 511	5
Work Force Analysis and Manpower Economy	Econ 522	3
American National Government and Politics	Pol. Sci. 110	5
American State and Local Government and Politics	Pol. Sci. 111	3
Politics and Social Change	Pol. Sci. 530	3
Philosophy and Contemporary Social Problems	L & P 410	3
Theme III: Images of Women Through the Ages		
Foundation Courses		
Introduction to Problems of Philosophy and/or	Phil. 101	5
Aesthetics	Phil. 215	3
Exploring Art OR	Art 101	3
Beginning Design	Art 102	3
Survey of Western Art	Art 275, 276, 277	9
Introduction to Poetry, Short Story and Novel	English 117, 118 and 119	9

	Dept. & No.	Credits
Great Books and Ideas	English 120, 121 and 122	9
Comparative Civilizations	History 101, 102 and 103	9
Western Civilization	History 104, 105	10
Women's Studies Courses		
Changing Roles for Women	HECE/Soc. 438	3
Women in Literature (can be repeated for six credits)	English 330	3
Women: Perspectives Through Literature	Honors 326	2
Women in Art	Art 589	3
Related Departmental Courses		
Any Art History Course		
History of Photography	Art 342	3
History of Painting in the U.S.	Art 365	3
Independent Projects	Art 490	3
Introduction to Mass Comm.	Comm. 121	3
Mass Media and Society	Comm. 503	3
Television Production	Comm. 370	3
Newspaper Internship	Comm. 311	1-3
Readings in Individual Amer. Authors	English 356	2
Readings in Individual English Authors	English 385	2
Sampling of American and/or English Literature Courses		
History of the English Language	Eng. 509	3
Studies in Linguistics	Eng. 510	3
Critical Study of Individual American Authors	Eng. 556	2
Critical Study of Individual English Authors	Eng. 585	2
Philosophy of Art	Phil 560	3
Philosophy of Language	Phil 585	3
Readings and Research	Phil 599	Variable
Independent Studies	History 489	Variable
Readings and Conference	History 491	Variable
History of American Drama and Theatre	Th. Arts 434	3
English Drama to 1660	Th. Arts 436	3
English Drama 1660 to 1890	Th. Arts 438	3
Modern Continental Drama	Th. Arts 534	3
Modern American Drama	Th. Arts 549	3
Modern British Drama	Th. Arts 584	3

Theme IV: Women and Power

Women's Studies Courses	Dept. & No.	Credits
Changing Roles for Women	Soc./HECE 438	3
Anthropology of Sex Roles	Anthro. 211	3
Women and Men	FHD 531	3
The Family and Economic Change	HECE 435	3

Related Departmental Courses by Subject

The Family

Marriage and the American Family	FHD 120	3
Contemporary Family in the U.S.	FHD 376	3
Update in Quality Parenting	FHD 388	1-3
The Family in Middle and Later Years	FHD 420	3
Management and Decision Making	HECE 349	3
Family Finances	HECE 355	3
Consumer Education	HECE 376	3
Legal Obligations within the Family	SW 436	2

Personal

Assessment Seminar	HASS 125	2
Assertiveness Training	HASS and Ext.	1
Human Relations	Psych. 121	3
Communication: Public and Interpersonal	Comm. 101G	5
Public Speaking	Comm. 105G	3
Interpersonal Communiation	Comm. 106G	3

Political, Social and Economic

American National Government and Politics	Poly Sci. 110	5
American State and Local Government and Politics	Poly Sci. 111	3
Politics and Social Change	Poly Sci. 530	3
Internship or Practicum in the Women's Center, Personnel Services Office, Affirmative Action Office, or in the community or state		
American Political Thought	Poly Sci. 531	3
Economic History of the U.S.	Econ. 511	3
Introduction to Labor	Econ. 520	3
Labor Force Analysis and Manpower Economy	Econ. 522	3
Social Security and Income Maintenance	Econ. 552	3
Behavioral Dimensions of Management	Bus. Ad. 360	4
Employment Law	Bus. Ad. 376	2
Business and Society	Bus. Ad. 412	3

	Dept. & No.	Credits
Consumer Behavior	Bus. Ad. 451	4
Employment Practices	Bus. Ad. 461	3
Problems in Personnel and Industrial Relations	Bus. Ad. 469	3
Philosophy and Contemporary Social Problems	L & P 410	3
American Culture	Soc. 102	3
Modern Social Problems	Soc 240	3
Social Change	Soc. 330	3
Minority Groups	Soc. 340	3
Social Institutions	Soc. 433	3
Social Stratification	Soc. 437	3
Social Movement	Soc. 451	3

APPENDIX F

SYLLABII OF COURSES AT OTHER INSTITUTIONS ORGANIZED BY DISCIPLINE

APPENDIX F

SYLLABI OF COURSES OFFERED AT OTHER INSTITUTIONS
ORGANIZED BY DISCIPLINE

(These Syllabi were primarily taken from Female Studies Volumes I - VII, in the Women's Center Library, UC 304).

Economics F-1

Education F-5

English. F-15

Family and Human Development. F-22

History F-24

Interdisciplinary F-36

Philosophy. F-47

Political Science F-49

Psychology. F-61

Sociology F-70

Social Work F-72

Francine B. Weisskoff

Yale University
Stiles College Seminar
Spring 1971

WOMEN IN THE UNITED STATES ECONOMY

Course Description: The course will focus on the economic role of women and how it has changed over time. The interrelationship of the economic functions of women inside and outside the labor market will be examined. The participation of women in the labor force, the kinds of jobs open to them, their instability of employment and low income levels will be analyzed. Case studies of other countries will be employed to gain an understanding of the factors affecting the status of women. We shall explore the historical role of the women's rights movement and discuss programs for change. Students will be required to undertake an independent research project in consultation with the instructor and to submit a term paper. The following is a list of topics to be covered in the course.

Labor Force Participation of Women: The historical changes in the labor force participation of women will be examined. The importance of shifts in the structure of the economy and of national emergencies like the First and Second World Wars in facilitating the employment of women will be discussed. We shall also consider the impact of the changing social definition of a woman's role on the expanded participation of women in market work. The sequential entry into the labor force of young, single women; older, married women; and, most recently, the increased labor force participation of younger married women, many of whom have preschool age children, will be analyzed. We shall discuss the impact of technological changes in home work and increasing levels of education on the availability of women for work outside the home.

Occupational and Industrial Distribution of the Female Work Force: In this section we shall try to gain an understanding of the importance to the economy of the female work force. What industries and occupational categories rely most heavily on women workers? Moreover, what has the increased participation of women in market work meant in terms of their efforts to achieve equal employment opportunity. The heavy concentration of women in a few predominantly female occupations and in the service sector will be discussed. We shall try to reach some conclusions regarding the relative importance of differences in the qualifications and preferences of female and male workers and of discrimination in explaining this phenomena. We shall examine the various levels at which discrimination occurs: in the labor market, in hiring, and in promotion.

Unemployment: The different incidence of unemployment on female and male workers will be studied. The impact of unemployment rates on the labor force participation of women will be analyzed. We shall also discuss whether the disproportionate share of unemployment borne by women workers is a cause for social concern and what kinds of policies are needed to reduce the impact of unemployment on women.

The Earnings and Economic Contribution of Women: The lower earnings of women workers will be analyzed in terms of the traditional economic variables and an attempt will be made to discover the importance of discrimination in earnings differences. Through our discussions of the causes of income differentials we shall gain a better understanding of the most effective

policy measures to eradicate these differences. Why are the earnings of women workers important? Are the conventional notions that women's earnings are supplementary and not crucial to the economic welfare of their families accurate? Are the lower earnings of women workers related to the problem of poverty, the welfare crisis and other social issues?

We shall also discuss whether it is possible to measure the economic contribution of unpaid household labor. The proposal to pay women for home work will be discussed in terms of its feasibility and implications for the position of women in society.

Women and the Trade Union Movement: A key issue in this section is the limited participation of women in labor organizations. Is there any evidence that women have been excluded from unions? Are there any factors that make women hard to be organized? Have women played an important leadership role in any labor organizations? The relationship between the small representation of women in unions and inequality in earnings and employment will be discussed. The prospects for greater involvement in labor organizations in the future will be examined.

Women in Other Countries: Case studies of other countries will be used to gain an understanding of the importance for the economic position of women in society of differences among nations in the level of economic development, method of economic organization and historical traditions.

The Women's Rights Movement: The relationship between the women's rights movements and the economic status of women will be discussed. The historical role of women's rights groups in changing the economic position of women and the extent to which organization has been a response to changing economic roles will be an important issues in this section. How is the struggle for equality in the economic sphere related to efforts to achieve equality on other levels?

The Role of Women and Programs for Change: Throughout its discussions, the class will grapple with the difficult question of the appropriate roles of women and men in society. Although readings on the subject abound, in the end, students will have to reach their own conclusions and on these judgments will rest their views on the need for change and the kinds of programs necessary. I hope that the materials presented in the course will provide a valuable frame of reference for our discussions of this issue. Some of the specific policy measures to be discussed include child care, maternity leaves and benefits, equal pay and equal employment opportunities legislation. The role of government, educational institutions and business will also be examined.

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This preliminary list includes references which may be of use to students in preparing their term papers.

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Willacy, Hazel M. and Harvey J. Hilaski, "Working Women in Urban Poverty Neighborhoods," Monthly Labor Review, June 1970

"Sex Roles and Education"

Course Description: An examination of social and school policies and practices with regard to the issues of sexism and sex role stereotyping. Opportunity for developing teaching methodologies, materials and strategies for promoting sex equality in educational institutions will be provided in an open learning environment.

Each unit will consist of an examination of recent research findings, personal thoughts and feelings on the topics outlined below.

Part I	*Social and School Policies and Practices*
Unit 1	Policy: Hiring and promotion, maternity, salary, fringe benefits, on-the-job employment practices
Unit 2	Curriculum: Course offerings, school activities, budget differentials, curriculum committees, course content
Unit 3	Children's Readers, Literature, Textbooks
Unit 4	Counseling and Testing
Unit 5	Teacher-Student Interaction
Part II	*The Development of Sex Roles*
Unit 6	Male-Female Differences: cognitive, affective, motor skills with implications for educators
Unit 7	The Socialization Process: agents, process, the interrelationship between hormones, genetics, and environment in shaping male/female behavior; the role of the school in the molding process
Part III	*Methodologies, Materials, Strategies*
Unit 8	Tools of Analysis: identification of discriminatory policies and practices
Unit 9	Strategies for Eliminating Sex Discrimination in the Schools: committees, legal action, pressure techniques, workshops
Part IV	*Education and Human Development*

3 Course Objectives

The following list begins to outline some of the most basic objectives needed to reduce sex role stereotyping. It is not complete in any area nor has the full range of objectives been considered. Rather, they are representative of what instructors are using in their college classrooms out of their commitment to a non-elitist liberal education. It is hoped that this brief list will encourage you to develop clearly stated, explicit objectives of your own.

General Objectives

To establish an accepting atmosphere for the expression of and discussion of concerns and problems relating to the issues of sex role stereotyping and sexism in education.

To develop competence in process skills, such as interpersonal regard, fluency and flexibility of perceiving, thinking and feeling.

To develop competence in group discussion and leadership skills.

To develop competence in problem-solving skills.

To involve students in the planning, development and teaching of the course.

To be able to explain various perspectives on critical issues (i.e., conservative, liberal).

To help students to develop skills to work effectively with the public and within the profession to bring about change.

To examine the concepts and relationship between sexism and racism, and how they bear on education.

To identify, analyze and evaluate the issues of sexism and sex role stereotyping.

To explore, analyze, and synthesize existing research findings on the various topics.

To identify discriminatory practices by self and others and to determine how to redirect such behavior.

To develop strategies for promoting and sustaining individual involvement in resolving contemporary issues through social action.

To identify changes in social and cultural institutions which would have outcomes that are desirable with reference to course participants' notions of what is good for the development of persons in a society professing democratic values.

Specific Objectives

The Role and Status of Women

To review the current role expectations of men and women in American society.

To examine the concepts of role expectations and job functions in relation to human development.

To examine traditional assumptions and the difference between actual and mythical roles of women so as to assist them in developing their own identities.

To examine the relationship between feminine experience in the United States in the 1970's and that of other times, other cultures.

To analyze the current role and status of women in various perspectives (historical, anthropological, etc.).

To help females understand some of the workings of their own bodies and the effect of their physiology on their emotions.

To determine how the education of todays' women differs from the education of women of earlier generations.

To identify problems in the education of women today and to present evidence as to their nature and extent.

To evaluate the preparation of women for entry into the labor force.

To survey women's access to various occupations as well as forms of discrimination.

To compare and contrast career patterns of males and females in American society and other technological societies.

To question how women live and function . . . their interests, needs and their reasons for being and to explore alternatives.

To examine alternative life styles.

To identify ways that women can exercise significant control over their lives and exert significant control in economic, political and social realms.

Socialization

To examine the effects of sexist practices on the potential, growth and development of children.

To explore sex role stereotyping in the context of child development and child-rearing practices in the United States.

To examine the possible effects on children that remarks regarding sex role might have.

To examine how sex role stereotyping develops in young children and how such stereotyping affects the child's self-concept and view of his/her life as an adult, particularly with respect to job and career aspirations.

School Policies and Practices

To examine and evaluate societal notions that have been translated into sexist school policy and practices.

To identify school policies and practices and curriculum materials which reinforce sex role stereotyping.

To identify the social and legal issues involved in sex differentiation in school programs, procedures and materials.

To examine and evaluate research findings on discriminatory school policies and practices.

To examine information on the nature and origin of sex differences in learning, on the learning of society's sex roles and on the effects of stereotypic attitudes, particularly as related to school achievement, vocational aspirations and self-concept.

To develop, use and apply methodologies, materials and techniques for evaluating and eliminating sexism in schools.

To translate understandings of the nature of sexism in educational programs and institutions into change strategies for promoting sex equality in the schools.

Susan Bereaud

Cornell University
Spring 1971

WOMAN IN EDUCATION

Required Texts: Robert J. Lifton, The Woman in America
Robert Morgan, Sisterhood is Powerful

Introduction: Psychological views of women, female labor force participants, philosophies of education for women.

Feb. 5: In Lifton: Erikson, "Inner and Outer Space: Reflections on Womanhood"
McClelland, "Wanted: A New Self-Image for Women"

Feb. 10: In Women's Liberation: Notes from the Second Year:
Shulamith Firestone: "Love"
Meredith Tax, "Woman and her Mind"
In Morgan: Naomi Weisstein, "Kinde, Kuche, Kirche" As Scientific Law: Psychology Constructs the Female"

Feb. 12: In Morgan, "The 51% Minority Group," p. 37.
"The Secretarial Proletariat," p. 86.
"Two Jobs: Woman who work in factories," p. 115.
In Lifton: Bailyn, "Notes on the Role of Choice in the Psychology of Professional Woman"

Feb. 17: In Lifton: Rossi, "Equality Between the Sexes: An Immodest Proposal"
In Morgan: "The Politics of Housework, p. 447.
"Redstockings Manifesto," p. 533.

Feb. 19: Eleanor Flexner, Century of Struggle, chap. 2, 8.

Feb. 24: Rousseau, Emile, pp. 130-150 (The education of women)
Lynn White, Educating Our Daughters, chap. 3,5,6.

Feb. Florence Howe, "Identity and Expression: a writing course for women"
"Educating Women: a Revolutionary Perspective"

Elementary Education and the Socialization of Women

Mar. 3 - 5-J. Osofsky, "The Socialization and Education of American Females"
M. Horner, "A Bright Woman is Caught in a Double Bind," Psychology Today, Nov. 1969.
K. Barry, "View from the Doll Corner," Women: A Journal of Liberation, Vol. I, no. 1.

Mar. 10-12-E. Maccoby, "Sex Difference in Intellectual Functioning" in Maccoby, The Development of Sex Differences:
Bruner, Excerpts from Learning About Learning

Mar. 17-19-P. Sexton, "How the American Boy is Feminized"
National Elementary Principal, Vol. 46, no. 2, "Sex Differences and the School" - read articles by Minuchin and Sears and Feldman (recommended also: Broderick. Bentzen)

Mar. 24 - 26: Children's books envelope:
Leah Heyn, "Children's Books" and Jamie Frisoff, "Textbooks and Channeling" in Women: A Journal of Liberation, Vol. 1, no. 1
Kari Skjonsberg, "Sex roles in boys' and girls' books," Hertha 1969
Jo Ann Gardner, "Sesame St. and Sex-role Stereotypes" in Women: A Journal of Liberation, Vol. 1, no. 3
Read 3 books for young children chosen at random or watch a T.V. show for children (try 4 p.m.)

Women in Academe

April 7 - 9: Betty Friedan, "The Feminine Mystique, chap. 7.
Eli Ginzberg, Life Styles of Educated Women, chap. 2,3,6,8, 10.

April 14 -16: Jessie Bernard, Academic Women, chap. 8,10,11.
Patricia Graham, "Women in Academe," Science, Sept. 1970.

April 21 -23: How Harvard Rules Women, New University Conference
(Recommended: Ann Harris, "The Second Sex in Academa" AAUP Bulletin, Sept. 1970).

Secondary Education and Vocational Choice

April 28 - 30: Edwin C. Lewis, Developing Woman's Potential, chap. 10.
Stinchcombe, Rebellion in a High School, pp. 60-71 and pp. 124-133.

May 5 - 7: E. Lewis, Developing Women's Potential, chap. 13.
In Morgan anthology, "High School Women: Three Views"
(Recommended: Doovan and Kaye, "Motivational Factors in College Entrance," chap. 4 in Nevitt Sanford, The American College)

May 12 - 14: Reports on individual and group research.

Alice Sargent
School of Education

SEX-STEREOTYPING FOR TEACHERS

Bardwick, Judith. Psychology of Women. Harper & Row, 1971.
Bennis, Warren and Slater, Philip. The Temporary Society. Harper & Row, 1970
Morgan, R., ed. Sisterhood is Powerful. Random House: New York, 1970.
Roszak, Betty and Theodore, eds. Masculine/Feminine. Harper & Row, N. Y. 1969.

Recommended

Beach, Frank A., ed. Sex and Behaviour, Wiley, 1965.
Deutsch, Ronald, The Key to Feminine Response in Marriage, Ballantine Books, 1968.
Janeway, Elizabeth. Man's World-Women's Place. Morrow, 1971.
Greer, Germaine. The Female Eunuch. McGraw-Hill, 1971.
Lessing, Doris, The Golden Notebook. Ballantine Books: New York, 1962.
Lifton, Robert J. ed. The Woman in America. Beacon, 1964.
Maccoby, Eleanor, ed. The Development of Sex Differences. Stanford U. Press, 1970.
Belleveau, Fred and Richter, Lin, Understanding Human Sexual Inadequacy.
Masters and Johnson. Human Sexual Inadequacy. Little Brown, 1970. Bantam, 1970.
Masters and Johnson. Human Sexual Response. Little Brown, 1966.
Meade, Margaret. Male and Female. William Morrow & Co., New York 1949.
Millett, Kate. Sexual Politics Doubleday, 1970.
Nin, Anais. The Diary of Anais Nin: Vol. 1,2,3, and 4. Harcourt, Brace & World, 1967.
Plath, Sylvia. Ariel Poems. Harper & Row, 1965.
Plath, Sylvia. The Bell Jar. Harper & Row, 1971.
Sears, Robert, Rau, and Alpert. Identification and Child Rearing. Stanford U. Press.

Course Outline

1st 8 weeks - consciousness raising.

2nd 8 weeks - project: to develop curriculum or experiences for elementary or secondary students to help understanding of sex stereotyping.

Jean Grambs
Secondary Education

University of Maryland/College Park
70-71

SPECIAL TOPICS IN HUMAN DEVELOPMENT:
SEX DIFFERENCES IN LEARNING AND MOTIVATION- (Graduate credit)

The over-arching purpose of the seminar is to develop student awareness of and sensitivity to sex as an individual difference that affects learning and motivation throughout life span. The social, biological and psychological bases for these sex differences in learning will be considered. Examination will be made of classroom activities and of institutional structures in terms of these differences.

Course requirements:

1. Each student will be expected to prepare and submit a review and critique of the research literature that pertains to an aspect of the seminar topic that has significance to him.

2. Students are encouraged to conduct a field project whose hypotheses have emerged from the review of literature.

3. Each person will present to the seminar his plans for review of literature and field project. Subsequently, the student will provide progress reports to the seminar.

Prerequisites:

Students should have some depth of background in at least one of the following: human development, sociology, psychology, anthropology, educational administration, counseling, or health education. Questions about eligibility for the course will be answered by Dr. Grambs, x-2022.

Textbooks:

Maccoby, Eleanor - Development of Sex Differences, Palo Alto, Stanford University Press, 1968.

Epstein, C. - Woman's Place, Berkeley, University California Press, 1970.

Esther Westervelt

Teachers College, Columbia Univ.
Spring, 1969

EDUCATIONAL AND VOCATIONAL IMPLICATIONS OF BIO-SOCIAL SEX DIFFERENCES

Bibliographical resources are employed to examine theory and research finding on the nature and sources of physiological, psychological and sociological aspects of sex differences, followed by a more detailed examination (including independent study in an area selected by each student) of sex differences in learning, academic performance, educational and vocational choice and development, and related characteristics and behaviors from early childhood. The over-all objective of the course is to increase basic understanding of sex differences by educators and thus instill in individuals of both sexes the broadest possible spectrum of abilities and interests to better equip them for the many kinds and facets of adult roles in a complex society.

COURSE OUTLINE

I. Sex Differences and Social Roles

ebruary 6 -- Sex Differences in Personality and Sex Roles in Society and Culture in the Context of Social and Technological Change

ebruary 13 - Cross-cultural Comparisons of Sex Differences in Social Roles.

II. Physiological and Psychological Sex Differences

ebruary 20 - The Evolution of Bio-Social Sex Differences

ebruary 27 - Influences of Physiological Sex Differences on Personality and Behavior

arch 6 -- Classic Psychological Theories of Sex Differences

arch -- Sex Differences in Tested Aptitudes, Interests, Needs, Values, and Perception

III. Ontogenesis of Sex Differences

arch 20 -- Effects of Socialization on Development of Sex Differences

arch 27 -- Effects of Sex Differences on Acquisition of Behaviors and Characteristics

IV. Sex Differences and Educational Practices

ril 10 -- Sex Differences in Learning Behaviors in Young Children (4-8)

ril 17 -- Sex Differences in Learning Behaviors in Pre-pubertal Children (9-13)

ril 24 -- Sex Differences in Academic Performance and Career Choice in Secondary School

y 1 -- Sex Differences in Individual Development and Social Behavior in Secondary School

y 8 -- Sex Differences in Academic Performance and Career Choice in Colleges and Universities

May 15 -- Sex Differences in Individual Development and Social Behavior during the College Years

May 22 -- Sex Differences in Career Development in Adult Life

COURSE REQUIREMENTS

Reading:
Required reading as indicated on the bibliography, plus the recommended and independent reading most appropriate to each student's interests and professional responsibilities. Class discussions will assume familiarity with reading assignments.

Report:
Every student is expected to submit a written report (due May 8) of an individual project. The project may take any of the following forms:

A small piece of empirical or experimental research to explore or test some aspect of sex differences among a selected group of children, young people or adults.

Biographical or autobiographical reports on educational and vocational development with an analysis of evidence contained therein of the effect (or lack of effect) of sex membership on the patterns of development.

A survey of some area of educational practice with which you are familiar and a critical evaluation, based on the data you have collected, of the differential effects on the two sexes of the surveyed practices in the light of objective observation and relevant theory and research about sex differences.

A proposal for instituting and evaluating some innovation in educational practice which would use relevant theory and research about sex differences to enhance and/or expedite academic and/or vocational development.

A review of literature on research in vocational development and a discussion of the implications of the psychological and social differences between the sexes for designs for research which will increase our understanding of career patterns (especially those which may be emerging) for both sexes.

A project of some other type, (for example, a cross-cultural or historical comparison of sex differences as portrayed in fiction) if approved by the instructor.

Each student is asked to prepare, as part of the preparation of his written report, an oral report for class discussion. Dates for these reports will be arranged.

Bibliographical references should be briefly annotated.

All students are rquired to buy:

Eleanor E. Maccoby, Editor
The Development of Sex Differences
Stanford, California, Stanford University Press, 1966.

(A 20-page bibliography accompanied this syllabus. Professor Westervelt's address is SUNY/Stony Brook, Long Island, New York.)

Karen Baldwin, Rayna Green
English
University of Massachusetts, Amherst
Fall, 1973

FOLKLORE AND/OF WOMEN

Schedule of Topics and Readings

Because we wish the course to be loosely structured, the syllabus below only outlines general areas of study with no specific time we will spend on each topic. Thus the list below should be understood as "open," with emendations to be made throughout the semester. Moreover, all the topics and materials we examine are interrelated. Thus, we will look at the same readings several times, and will refer backwards and forward to topics under discussion. Each of you should feel free to suggest areas for discussion as well as materials to facilitate class discussion and projects undertaken by other class members. You will all be primary contributors to the course, both as informants and as researchers. We will try to issue, every other week, if possible, an updated list of primary and secondary references for the course.

Texts

H. R. Hays. The Dangerous Sex: The Myth of Feminine Evil (New York: Pocket Books, 1972).
Elizabeth Gould Davis. The First Sex (Baltimore: Penquin Books, 1972).
Iris Andreski. Old Wive's Tales: Life Stories of African Women (New York: Schocken, 1971).
Jean Ritchie. Singing Family of the Cumberlands.
Ruth Landes. The Ojibwa Woman (New York: W. W. Norton and Co., 1971).

In addition to the texts, we will xerox some materials (marked with an X) and vend them to you at cost. In effect, at the end of the semester you will have a book of selected readings on the folklore and/or women. These materials are otherwise unavailable, and represent new attempts in the area of study.

I. Folklore and Women: Women in the Discipline

Female folklorists and anthropologists; their topics of research; women writing about women; men writing about women; the body of knowledge.

II. Women in Ancient Cultures: Goddesses, Matriarchies, Myth, and Symbolism

Readings:
H. R. Hays. The Dangerous Sex: The Myth of Feminine Evil (read Hays first
Elizabeth Gould Davis. The First Sex.
Kay Cothran, review of Davis, The First Sex (to appear in the Journal of American Folklore, Fall, 1973), ms. (X)

Related Readings:
Philip Slater. The Glory of Hera (Boston: Beacon Press, 1968).
Erich Neumann. The Great Mother: An Analysis of the Archetype [It would be especially useful to look at the illustrations in this volume] (Princeton Univ. Press. Bollingen Series, 1972).

III. The Persistence and Development of the Types and Archtypes: Folklore About Women--Virgins, Whores, Witches, the Weaker Sex

Readings:
Carol Mitchell (X)
Rayna Green. "The Pocahontas Perplex: The Image of the Indian Woman in American Vernacular Culture," ms. 1973. (X)
Mary Ellen B. Lewis, "Sugar and Spice and Everything Nice?" ms, 1972. (X)

IV. Women's Traditional Work: Handicraft, Education, Midwifery, Witchcraft

Readings:
Refer back to all pertinent autobiographical, biographical and ethnographic materials.

Related Readings:
look through Allan Eaton. Handicraft in New England (NY: Bonanza Books, 1969).
Allan Eaton. Handicrafts in the Southern Highlands (New York: Dover Press, 1972).
Ruth Bunzel. The Pueblo Potter (New York: Dover Press, 1971).
Julia Cherry Spruill. Women's Life and Work in the Southern Colonies (New York: W. W. Norton and Co., 1972).

V. Women's Belief and Custom

Readings:
Rosan Jordan de Caro, "Vaginal Serpent Beliefs Among Mexican-American Women," ms. 1972. (X)
Ellen Stekert, "Focus for Conflict: Southern Mt. Medical Beliefs in Detroit," in The Journal of Amer. Folklore, 83 (April-June, 1970), 115-156.

Related Readings:
Marie Campbell, People Do Get Born.

VI. Women's Speech

Readings:
Beverley Stoltje, "Black Women's Speech," ms. 1972. (X)
Claudia Kernan-Mitchell, "Signifying," in Dundes, Mother Wit, 310-28.

Related Readings:
Selections from articles by Roger Abrahams (to be announced).

VII. Special Topic: Women as Performers
Women's Repertoires: Song

Readings:
refer to Ritchie. Singing Family of the Cumberlands.
Roger Abrahams and Alameda Riddle. Alameda Riddle's Ballad Book.
selections (to be announced) from Paul Oliver. The Meaning of the Blues. (New York: Collier Books, 1963).

Related Readings:
to be announced

Special Topic: The Country and Western Music of Tammy Wynette and Loretta Lynn

VIII. Women's Repertoires: Tales and Other Genres

Readings:
Peig Sayers: An Old Woman's Reflections (Oxford: Oxford U. Press, 1961).

IX. Women's Lives: Women's Traditional Culture in Autobiography and Biograp

Readings:
Iris Andreski. Old Wives' Tales: Life Stori s of African Women.
Jean Ritchie. Singing Family of the Cumberlands.
Kathryn Morgan, "Caddy-Buffers: Legends of a Middle-Class Negro Family in Philadelphia," in Alan Dundes, Mother Wit From the Laughing Barrel (Englewood: Prentice-Hall, 1973).

Related Readings:
Nancy Lurie, ed. The Autobiography of Mountain Wolf Woman: Sister of Crashing Thunder (Ann Arbor: Ann Arbor Paperbacks, 1971).
Peig Sayers. An Old Woman's Reflections.
Kathy Kahn. Hillbilly Women (Garden City: Doubleday and Co., 1973).
Maya Angelou. I Know Why the Caged Bird Sings (New York: Bantam, 1968)
Zora Neale Hurston. Dust Tracks on the Road (Boston: Lippincott, 1972)

Special Topic: Folklore and the Family

X. The Life Cycles of Women: From Cradle to Grave

Readings:
Ruth Landes. The Ojibwa Woman.
Claire Farra. "The Mescalero Apache Maiden's Dance: A Puberty Rite," ms., 1972. (X)

XI. Women and Their Bodies: Motherhood, Menstruation, Health, Sex, Dress and Ornamentation

Readings:
selections from Herman Ploss, and Max and Paul Bartels, Femina Libido Sexualis (N. Y. Medical Assoc., 1965).
selections from Nancy Friday, My Secret Garden: Women's Sexual Fantasie (N. Y.: Trident, 1973).

Vance Randolph. Ozark Magic and Superstition (New York: Dover Press, 1964).
Deirdre English and Barbara Ehrenreich. Witches, Midwives and Nurses (Old Westbury, N.Y.: Feminist Press, 1973).
Refer back to pertinent sections in The Ojibwa Woman, Farrar's "Mescalero Apache Maiden's Dance," and Old Wives' Tales.

XII. Special Topic: Women and Obscenity, Women's Obscenity

Readings:
Robbie Johnson. Folklore of a Texas Madam: A Social Interactional Analysis," ms. 1972, to appear in the Journal of American Folklore, Fall, 1973. (X)
Selections from Gershon Legman. Rationale of the Dirty Joke (N.Y.: Grove Press, 1969).
Christian and Richard Milher. Black Players (N.Y.: Dell Publ. Co., 1973).
Roger Abrahams. Deep Down in the Jungle, rev. ed. (Detroit: Aldine Press, 1969).
_____. "The Training of the Man of Words in Talking Broad."

The Journal

The Journal will be a personal diary of sorts which includes recollections of and comments on women's lore and lore about women in your own "repertoire," and a record log which notes and comments on the traditional expressive behavior pertaining to women you encounter every day. In addition, the journal will be a bibliographic, research notebook in which you will keep log on materials (primary and secondary) you think useful to our course of study. The idea of the journal is to force you to get in touch with your own traditional expressive behavior as it relates to the topic of study as well as to force you to encounter this behavior as it lives and functions in the world around you. For this reason, you have to be as accurate as possible, in your recording procedures. Be "impressionistic" only when all other methods of recording and comment have been exhausted. You need to use this journal as a way to "think" about the issues we study, and as a way to understand yourself and your environment as primary informants about women's folklore and folklore about women.

Major Project

Either alone or with several other members of the class, each person will undertake a major project. Generally, we urge you to do a field rather than library project--that is, to work with informants in addition to the research necessary to the completion of any work. A field project would involve interview, observation, and analysis of the data you collect and encounter, and it may involve analysis within some specific analytic framework. You may know of, or we may discover, a singer, tale-teller, or craftswoman. You may find someone who has a large repertoire of jokes about women (and their sexual relationship with men, for example), or a woman who has a substantial joking repertoire. If so, you should center your project around such a person. You may want to undertake a "life history" of someone you feel would be a viable informant--your grandmother, a neighbor, someone

with whom you work, for instance. In this case, you would then direct your analysis to their traditional behavior as it surfaces and functions in the story of their life. You may want to interview a number of people about a topic--menstrual beliefs, men's traditional ideas and beliefs about women, or women's traditional speech forms. You could, if it were possible, undertake a comparative project and compare the repertoires (song, joke, tale, etc.) of a husband and wife, a father and daughter, a mother and daughter.

Of course, you may do a library project, and there are many topics which could use intensive research. An analysis of the works of a particular folklorist or collection or an analytic question put to a body of material would be a good contribution to the classwork.

Part of the work of this class will be to compile and circulate to all the members comprehensive annotated bibliographies of folkloristic and anthropological literature either done by women (regardless of the subject) or done from and about women by both men and women. The object is to cover all the material listed on the accompanying bibliography. There are two types of surveys to be done. First, the journals and indexes and standard collections will be used to compile the annotated bibliographies mentioned above. The questions to be answered here are: How many women with what bibliographies have and are published? What are their areas of interest? Are there traditional areas of interest for women scholars in the field or do they publish on a wide range of subjects with no discernible pattern? What kinds of subjects related to women are dealt with by all scholars, regardless of sex? In addition, the bibliographies of some specific women scholars will be investigated for content and possible areas of focus. These women include Martha Warren Beckwith, Edith Fowke, Helen Creighton, Louise Pound, Katharine M. Briggs, Lady Alice Bertha Gomme, Ruth Tongue, Margaret Mead, Ruth Benedict, Elsee Clews Parsons, Zora Neale Hurston, Maud Karpeles, Marie Campbell, Emelyn Gardner, Ellen J. Stekert, Bess Lomax Hawes, Linda Degh, Thelma James, Ruth Landes, Elli Kongas-Maranda, Ruth Underhill, Nancy Lurie and Barbara Kirschenblatt-Gimblett. A second type of survey project will involve the thorough examination of collections of folklore materials for the purpose of tabulating and abstracting information about specific subjects (women's activities, images of women, etc.).

[Ed. note: The original syllabus included a bibliography, omitted here for reasons of space.]

Material found in
Howe, Florence (Ed.) (ca. 1971) Female studies: No.2, Know, Inc.: Pittsburgh, Pa.

F-20

Elsie Adams
Mary Briscoe
Agate Krouse

Wisconsin State U.
Whitewater, Wisconsin
Department of English
Spring, 1970

WOMEN IN FICTION

The course will examine 19th and 20th century novels dealing with women. The course will challenge traditional assumptions about the nature and the role of women by focusing on literary works with female protagonists; it will also challenge some critical assumptions (made by male critics and by male-trained and female critics) about these works.

Though the primary focus will be on British and American novels, two particularly influential continental works (by Beauvoir and Ibsen) will be included.

Reading List:

Paula Stern "The Womanly Image Character Assassination through the Ages," Atlantic (March 1970), 87-90.

Current issues of Woman's Day, Ladies Home Journal, and Playboy.

Simone de Beauvoir, The Second Sex.

Henrik Ibsen, A Doll's House (1889, England).

Jane Austin, Emma (1815-6).

George Eliot, The Mill on the Floss (1860)

Louisa Mae Alcott, Little Women 1868

Henry James, The Portrait of a Lady 1881

Olive Schreiner, The Story of an African Farm, 1883

Thomas Hardy, Tess of the D'Urbervilles, 1891

Stephen Crane, Maggie: A Girl of the Street, 1896

Willa Cather, My Antonia, 1918

Sinclair Lewis, Main Street, 1920

D. H. Lawrence, Women in Love, 1921

Virginia Woolf, Mrs. Dalloway, 1925

Gwendolyn Brooks, Maud Martha, 1965

Doris Lessing, The Golden Notebook, 1962

Alice Rossi

Goucher College

FAMILY AND KINSHIP

Course Readings

Required: Robert Winch, The Modern Family, revised edition, 1963, Holt, Rinehart, and Winston.

Most used readers:

Marvin B. Sussman, Sourcebook on Marriage and the Family, Houghton Mifflin, 1968.

Rose Coser, The Family: Its Structure & Functions, St. Martin's Press, 1964.

I. OVERVIEW PERSPECTIVE

Radcliffe-Brown, "Introduction to the Analysis of Kinship Systems," in Bell & Vogel, The Family, 218-247.

Goode, William, World Revolution and Family Patterns, 1963, Chap. 1,2.

Winch, Robert, The Modern Family, Chap. 1, 4-9.

II. CULTURAL VARIATION IN FAMILY & KINSHIP

Winch, Chap. 2 (Chinese), 3 (Kibbutz).

Goode, World Revolution and Family Patterns: Select one section on any one of following societies: Arabic, African, Indian, Japanese.

Goertz, Hildred, The Javenese Family, Chap. 1, 3.

Sussman & Burchinal, "Kin Family Network: Unheralded Structure in Western Conceptualizations of Family Functioning," Sussman #9.

Litwak, Eugene, "Geographic Mobility & Extended Family Cohesion," ASR, 25, 1960, 385-394.

Winch, R., S. Greer and Blumberg, "Ethnicity and Extended Familism in an Upper Middle Class Suburb," ASR, 32:2, 1967, 265-272.

III FAMILY FORMATION AND CYCLING

A. Developmental & Structural Constraints on Family Roles

Goode, Wm., "Theoretical Importance of Love," Sussman #29.

Mischel, "Social learning View of Sex Differences in Behavior," in Eleanor Maccoby (ed) THE DEVELOPMENT OF SEX DIFFERENCES, 56-81.

Winch, Chapter 12.

Mitchell, Juliet, "Women: The Longest Revolution," New Left Review, 40, Nov/Dec. 1968.

B. Dating, Courtship, and Mate Selection

Winch, Chap. 10, 18, 19, 20.

Group for the Advancement of Psychiatry, SEX AND THE COLLEGE STUDENT, Atheneum 1966, Chap. 1, 2.

Ian Watt, "The New Woman: Samuel Richardson's Pamela", in Coser, 267-287.

Elder, Olen, "Appearance and Education in Marriage Mobility," ASR, 34:4, August 1969.

Scott, John Finley, "The Role of the College Sorority in Endogamy," ASR, 30:4, August 1965, 514-527.

Rapoport, Rhona, "The Transition from Engagement to Marriage," Acta Sociologica, 8, 1-2, 1964, 36-55.

Rapoport, Rhona and Robert Rapoport, "New Light on the Honeymoon," Human Relations, 17:1, 1964, 33-56.

Marmor, Judd, "Changing Patterns of Femininity," in Salo Rosenbaum and Ian Alger, THE MARRIAGE RELATIONSHIP, Basic Books, 1968, 32-45.

C. Marriage

Winch, Chap. 21, 22, 23.

Cuber, J. and P. Haroff, SEX AND THE SIGNIFICANT AMERICANS, 1965, Chap. 3, 6, 7 OR "Five Kinds of Relationships," Sussman #35.

Bott, Elizabeth, FAMILY AND SOCIAL NETWORK, Tavistock Ltd., 1957, Chap. III, IV OR "Conjugal Roles and Social Networks," In Bell & Vogel, #19.

Rapoport, Rhona and Robert Rapoport, "Work and Family in Contemporary Society," ASR, 30:3, June 1965 or Sussman #7.

Raush, H., W. Goodrich, and J. Campbell, "Adaptation to First Years of Marriage," Psychiatry, 26:4, November 1963, 368-380.

Safilios-Rothschild, "Family Sociology or Wives' Sociology? A Cross Cultural Examination of Decision Making," in Jl. of Marriage & Family, 31:2, May 1969, 290-301.

Rainwater, Lee, FAMILY DESIGN, Chap. 2, 3.

Dreikurs, Rudolph, "Determinants of Changing Attitudes of Marital Partners toward Each Other," in Salo Rosenbaum and Ian Alger, THE MARRIAGE RELATIONSHIP, Psychoanalytic Perspectives, Basic Books, 1968, 83-102.

D. Parenthood

1. General: Parental Role

Winch, Chap. 13

Rossi, Alice, "Transition to Parenthood," Jl of Marriage and the Family, 30:1, Feb. 1968, 26-39.

Gavron, Hannah, THE CAPTIVE WIFE, Chap. 8, 9, 10, 11.

2. Fertility & Social Implications

Davis, Kingsley & Judith Blake, "Social Structure & Fertility: an analytic Framework," in Coser, The Family, 629-664.

Freedman, R., P. Whelpton, & John Smit, "The Case of United States," in Coser, The Family, 617-625 OR ASR, 26:4, August 1961, 608-614.

Berelson, Bernard, "Beyond Family Planning," Science, 163, 7 Feb., 1969, 533-543.

Blake, Judith, "Demographic Science & the Redirection of Population Policy," J. Chron. Diseases, 18, 1965, 1181-1200.

Rossi, Alice, "Abortion and Social Change," Dissent, July-August 1969, 338-346.

Rainwater, Lee FAMILY DESIGN, Chap. 6, 7 & 8.

3. Child-rearing

Winch, Chap. 14, 15, 16, 17.

Bronfenbrenner, Urie, "The Changing American Child - A Speculative Analysis," in Coser, Rose LIFE CYCLE AND ACHIEVEMENT IN AMERICA, 1-20.

Rossi, Alice, "Naming Children in Middle Class Families," ASR, 30:4, 1965, 499-513 OR Sussman #18.

Kohn, Melvin, "Social Class and Parent-Child relationships: An Interpretation," AJS, LXVIII, January 1963, 471-480.

History 61 F-24

The History of Women in America Barnard College N.Y.C. 10027

Professor Annette Baxter

I. Preservers and Disturbers of the Status Quo in the Colonial Period

Required reading: Edmund S. Morgan, The Puritan Family

A. Research topics: Anne Bradstreet, poetess; the image of woman in Puritan sermons; the legal status of women in the colonies; Sarah Kemble Knight, diarist; the colonial male and his attitude toward women; women in the South; Anne Grant, lady loyalist; the image of the colonial lady in portraits and family groups of the limners, Copley, Charles Willson Peale, and others; Mary Rowlandson's captivity; the love letters of John and Margaret Winthrop

B. Research topics: Anne Hutchinson, Antinomian; Susannah Rowson's Charlotte Temple; Mercy Otis Warren, historian; witches and the Puritan divine; Phyllis Wheatley, Negro poetess; Mother Ann Lee, Shaker; Margaret Brent, landholder; Mary Dyer, Quaker missionary

II. Women as Helpmeets in the New Nation and Adventurers in the New Land, 1790-1840

Required reading: James Fenimore Cooper, The Prairie

A. Research topics: image of woman in painting of the early national period; compare Dolly Madison with Abigail Adams; Eve Effingham, heroine of Cooper's Homeward Bound and Home as Found; Francis Grund's "aristocratic American woman"; Southern girlhood in J.P. Kennedy's Swallow Barn or A Sojourn in the Old Dominion; compare early childhoods of W.D. Howells and Mark Twain; Hannah Adams, professional writer; the stories of Alice Cary

B. Research topics: Caroline Kirkland's A New Home -- Who'll Follow?; women in the Rappite community, and in New Harmony; Alexis de Tocqueville's "democratic American woman"; Catherine Beecher's "Plea to the Benevolent Ladies of the East"; the Jackson administration and the "Eaton affair"; the "domestic manners" of Mrs. Trollope's American woman; Frances Wright and Nashoba; Charles Brockden Brown's Alcuin: A Dialogue

III. The Idyll of Domesticity, 1830-1850

Required reading: "Selected Writings of Catherine Beecher," in Barbara M. Cross, ed., The Educated Woman in America

A. Research topics: compare ideas of Andrew Downing's Architecture of Country Houses and Orson Fowler's A Home for All; a best-selling guide; John Abbott's The Mother at Home; female portraits of Inman, Sully, S.F.B. Morse and early daguerreotypes; Horace Bushnell's Christian Nurture; Eliza Leslie's books of advice; Sarah J. Hale and Godey's Lady's Book; Daniel Webster on Motherhood

B. Research topics: Louisa M. Alcott and the cult of young womanhood; the "Lowell System" and its girls; compare educational philosophies of Mary Lyon and Emma Willard; rise of Sabbath School movement; significance of Hiram Powers' "Greek Slave"; influence of Sophia Hawthorne on her husband's life and work; Lydia Sigourney, poetess of the establishment; Lucy Larcom's A New England Girlhood

IV. Rebels and Reformers, 1840-1860

Required reading: Margaret Fuller, Woman in the Nineteenth Century

A. Research topics: the Grimké sisters and abolition; compare Harriet Tubman and Sojourner Truth; the Mormons and polygamy; Dorothea Dix and the mental health crusade; Amelia Bloomer and dress reform; Ernestine Rose and the property law; influence of Mary Wollstonecraft's Vindication on early suffrage leaders; women in the Oneida community

B. Research topics: the Memoirs of Margaret Fuller Ossoli; compare Emerson's, Lowell's, Hawthorne's and Henry James' views of Margaret Fuller; the Peabody sisters; the Seneca Falls Convention; Harriet Hosmer, expatriate sculptress; Madame de Stael's Corinne and its influence in America; Harriet Beecher Stowe and Uncle Tom's Cabin; the letters of Emily Dickinson

V. The Idealization of the Feminine: Women as Conservators, 1860-1890

Required reading: Henry Adams, Democracy

A. Research topics: Henry Adams' view of woman in Mont St. Michel and The Education; J.W. De Forest's Miss Ravenal's Conversion; role of women in the Civil War; women in the painting of John Singer Sargent and Thomas Eakins; "conservator" role of woman as interpreted by leading feminists; the American wife as portrayed in Howells' Their Wedding Journey

B. Research topics: the Beecher-Tilton scandal; Mrs. Olivia Clemens' effect on her husband and his work; compare early childhood education and rearing of Ellen Glasgow and Edith Wharton; Mary Wilkins Freeman's

A New England Nun and the image of the spinster; the sentimentality of Ella Wheeler Wilcox; Isabella Maud Rittenhouse and her Midwestern diary; conflicting interpretations of Mary Todd Lincoln

VI. The Idealization of the Feminine: Women in their Ordeal of Freedom, 1860-1890

Required reading: Leon Edel, ed., The Diary of Alice James

A. Research topics: rationale of the woman's college; compare the "immorality" of Victoria Woodhull and Cora Crane; the theme of social justice in the work of Elizabeth Stuart Phelps Ward; the expatriate child and the disruption of family; the image of "radical" woman in the popular periodicals; ideological differences among suffrage leaders; the male attitude toward women's rights; the "divorce issue" in William Dean Howells' A Modern Instance

B. Research topics: the enigmatic nature of Susan B. Anthony; Elizabeth Blackwell, pioneer physician; Belva Lockwood and the Equal Rights Party; women and industry; Henry James' Madame de Mauves; the rivalry for primacy; the Fourteenth Amendment versus women's rights; Mrs. Jack Gardner, collector extraordinary; Mary Baker Eddy and Christian Science

Independent Reading

By the end of the semester each student should have read, in addition to the bi-weekly required reading assignments, one biography from among the following. A question on the final examination will be centered on it.

Madeleine Stern, The Life of Margaret Fuller, N.Y., 1942
Otelia Cromwell, Lucretia Mott, Cambridge, 1958
Alice Blackwell, Lucy Stone, Boston, 1930
Katherine Anthony, First Lady of the Revolution, a life of Mercy Warren, N.Y., 1958
George F. Whicher, This Was a Poet: A Critical Biography of Emily Dickinson, N.Y., 1938
Elizabeth Tyler Coleman, Priscilla Cooper Tyler, Alabama, 1955
H.E. Marshall, Dorothea Dix: Forgotten Samaritan, Chapel Hill, 1937
Alma Lutz, Created Equal, A Biography of Elizabeth Cady Stanton, N.Y. 1940
Alma Lutz, Emma Willard, Boston, 1929
Ruth Painter Randall, Mary Lincoln: Biography of a Marriage, N.Y., 1932
Katherine Anthony, Louisa May Alcott, N.Y., 1938
Emanie Sachs, The Terrible Siren: Victoria Woodhull, N.Y., 1928
Mae Elizabeth Harveston, Catherine Esther Beecher: A Pioneer Educator, Phila., 1932
B.B. Gilchrist, Life of Mary Lyon, Boston, 1910
Ishbel Ross, Child of Destiny: The Life of Elizabeth Blackwell, N.Y., 1949

Maurine Greenwald

Brown University
Revised, 1969-70

WOMEN'S HISTORY IN AMERICA

I. INTRODUCTION: WHY STUDY WOMEN'S HISTORY?

David Potter, "American Women and the American Character," in John A. Hague, ed., AMERICAN CHARACTER AND CULTURE

Aileen Kraditor, "Women in History and Historiography," UP FROM THE PEDESTAL: SELECTED WRITINGS IN THE HISTORY OF AMERICAN FEMINISM

II. THE IMAGES OF WOMEN

Leslie Fiedler, "The Revenge of Woman: From Lucy to Lolita," LOVE AND DEATH IN THE AMERICAN NOVEL

Diana Trilling, "The Image of Women in Contemporary Literature," in Robert Jay Lifton, ed., THE WOMAN IN AMERICA

Mary Ellmann, THINKING ABOUT WOMEN

Harvey Cox, "Sex and Secularization," THE SECULAR CITY

Jamie Frisco[illegible], "Testbooks and Conditioning," WOMEN: A JOURNAL OF LIBERATION, Fall, 1969

Leah Heyn, "Children's Books," ibid

Donna Keck, "The Art of Maiming Women," ibid

American paintings, slides from the art department shown in class

III. PARALLEL PROBLEMS: BLACKS AND WOMEN

Gunnar Myrdal, "A Parallel to the Negro Problem," Appendix 5 in AN AMERICAN DILEMMA, Vol. II

Helen Matthews Lewis, THE WOMAN MOVEMENT AND THE NEGRO MOVEMENT-PARALLEL STRUGGLES FOR RIGHTS

Helen Hacker, "Woman as a Minority Group," SOCIAL FORCES (Oct., 1951)

Naomi Weisstein, "Woman as Nigger," PSYCHOLOGY TODAY (Oct., 1969)

Calvin Hernton, SEX AND RACISM IN AMERICA

IV. BLACK NATIONALISM AND BLACK WOMEN'S LIBERATION: A DIALOGUE

Lee Roi Jones, "American Sexual References: Black Male," HOME

Eldridge Cleaver, "To All Black Women, From All Black Men," SOUL ON ICE

Frantz Fanon, "The Woman of Color and the White Man" and "The Man of Color and the White Woman," BLACK SKIN, WHITE MASKS

Toni Cade, ed., THE BLACK WOMAN: AN ANTHOLOGY

V. • THE FAMILY IN AMERICA

Ruth Anshen, ed., THE FAMILY: ITS FUNCTION AND DESTINY
Philippe Aries, CENTURIES OF CHILDHOOD
Arthur Calhoun, HISTORY OF THE AMERICAN FAMILY
Franklin Frazier, THE NEGRO FAMILY
Hazel Kyrik, THE FAMILY IN THE AMERICAN ECONOMY

ORIGINS OF THE FEMININE MYSTIQUE, 1830-1860

Catherine Beecher, and Harriet Beecher Stowe, THE AMERICAN WOMAN'S HOME
John Abbott, THE MOTHER AT HOME
GODEY'S LADY'S BOOK
Andrew Jackson Downing, ARCHITECTURE OF COUNTRY HOUSES
Thomas R. Dew, "Dissertation on the Characteristic Differences between the Sexes," in UP FROM THE PEDESTAL

ALTERNATE FAMILY STRUCTURES, AMERICAN STYLE

John Humphrey Noyes, HISTORY OF AMERICAN SOCIALISMS
William Hinds, AMERICAN COMMUNITIES AND CO-OPERATIVE COLONIES
Charles Nordhoff, COMMUNISTIC SOCIETIES OF THE UNITED STATES
Discussion of present communal living experiments

FEMINIST THEORISTS

Nineteenth century: Mary Wollstonecraft, A VINDICATION OF THE RIGHTS OF WOMEN
John Stuart Mill, SUBJECTION OF WOMEN
Sarah Grimke, LETTERS ON THE EQUALITY OF THE SEXES AND THE CONDITION OF WOMAN
Margaret Fuller, WOMAN IN THE NINETEENTH CENTURY
Charlotte Perkins Gilman, WOMEN AND ECONOMICS

Twentieth century: Crystal Eastman, articles written for LIBERATOR
Lorine Pruette, WOMEN AND LEISURE
Anna Parsons, WOMAN'S DILEMMA
Suzanne LaFollette, CONCERNING WOMEN
Simone de Beauvoir, THE SECOND SEX
Betty Friedan, THE FEMININE MYSTIQUE
Kate Millett, SEXUAL POLITICS

THE SUFFRAGE MOVEMENT

Declaration of Sentiments and Resolutions, Seneca Falls Convention
"Woman and Government," UP FROM THE PEDESTAL (pro- and anti-suffrage arguments)

Background sources: Eleanor Flexner, CENTURY OF STRUGGLE
Alan Grimes, THE PURITAN ETHIC AND WOMAN SUFFRAGE
Aileen Kraditor, THE IDEAS OF THE WOMAN SUFFRAGE MOVEMENT, 1890-1920
William O'Neill, THE WOMAN MOVEMENT
Anne Scott, "After Suffrage: Southern Women in the Twenties," JOURNAL OF SOUTHERN HISTORY (Aug., 1964)

SOCIALIST RESPONSE TO WOMEN: A FICTIONAL APPROACH

Vida Scudder, A LISTENER IN BABEL

Arthur Bullard, COMRADE YETTA
Charlotte Teller, THE CAGE
Estelle Baker, THE ROSE DOOR
Reginald Kauffman, THE SPIDER'S WEB
Florence Converse, THE CHILDREN OF LIGHT

XI. RESPONSE OF THE SOCIALIST PARTY

James Weinstein, "Women and Socialism," THE DECLINE OF SOCIALISM IN AMERICA
Mari Jo Buhle, "Women and the Socialist Party, 1901-1914," RADICAL AMERICA (Feb., 1970)
Articles from THE SOCIALIST WOMAN (the Socialist Party women's paper)

XII. THE MIDDLE-CLASS WOMAN'S DILEMMA, 1890-1930

Womanhood: The Problem of Futility
Charlotte Perkins Gilman, "The Breakdown," THE LIVING OF CHARLOTTE GILMAN
Alice James, THE DIARY OF ALICE JAMES
Mary Deland, "The Change in the Feminine Ideal," ATLANTIC, CV (March, 1910)
Gertrude Atherton, "The Woman in Love," HARPER'S BAZAR, XLIV (May, 1910)
Inez Haynes Gillmore, "Confessions of an Alien," HARPER'S BAZAR XLVI (Apr., 1912)
Kate Chopin, THE AWAKENING
Zelda Fitzgerald, SAVE ME THE WALTZ
The Problem of Family and Vocation: Analyses from the Political Right to Left
REPORT OF THE COMMITTEE ON THE FAMILY (Oct., 1907) (National League for the Protection of the Family)
Rev. Samuel Dike, "Sociology in the Higher Education of Women," ATLANTIC MONTHLY (reprint Nov. 1892) (Publication of the National Divorce Reform League)
Bertha Richardson, THE WOMAN WHO SPENDS: A STUDY OF HER ECONOMIC FUNCTION
Anna Garlin Spencer, WOMAN'S SHARE IN SOCIAL CULTURE
Jane Addams, "Filial Relations," and "Household Adjustment," DEMOCRACY AND SOCIAL ETHICS
Thorstein Veblen, THE THEORY OF THE LEISURE CLASS
Charlotte Gilman, THE HOME
Industrialization of Housework as a Basis for Emancipation
Charlotte Gilman, "The Waste of Private Housekeeping," THE ANNALS OF THE ACADEMY OF POLITICAL AND SOCIAL SCIENCE, XLVIII (July, 1913)
Mrs. Frank A. Pattison, "Scientific Management in Homemaking," Ibid
Anna Beal Parsons, WOMAN'S DILEMMA, pp. 200-248

XIII. ACTIVISM ON SEVERAL FRONTS, 1890-1950

See list of autobiographies

XIV. REVOLUTION IN THE MAKING: CONTEMPORARY FEMINISM

Discussion of writings on the women's liberation movement

AUTOBIOGRAPHIES OF WOMEN'S EXPERIENCES
compiled by Maurine Greenwald

SOCIAL REFORMERS

SUFFRAGISTS
Harriet Blatch, CHALLENGING YEARS, 1940

Rheta Dorr, A WOMAN OF FIFTY, 1924
Florence Harriman, FROM PINAFORES TO POLITICS, 1923
Julia Ward Howe, REMINISCENCES, 1899
Mary Livermore, THE STORY OF MY LIFE, 1897
Maud Nathan, ONCE UPON A TIME AND TODAY, 1933
Anna Howard Shaw, THE STORY OF A PIONEER, 1915
Elizabeth Cady Stanton, EIGHTY YEARS AND MORE, 1898
Jane Grey Swisshelm, HALF A CENTURY, 1880

SOCIAL SETTLEMENT WORKERS

Jane Addams, TWENTY YEARS AT HULL HOUSE, 1910
SECOND TWENTY YEARS AT HULL HOUSE, 1930
Mary Anderson, WOMEN AT WORK, 1951
Louise DeKoven Bowen, GROWING UP WITH THE CITY, 1926
OPEN WINDOWS, 1946
Alice Hamilton, EXPLORING THE DANGEROUS TRADES, 1943
Florence Kelley, four articles in SURVEY GRAPHIC: Oct. 1, 1926
Feb. 1, 1927
Apr. 1, 1927
June 1, 1927
Mary White Ovington, THE WALLS CAME TUMBLING DOWN, 1947
Mary Simkovitch, NEIGHBORHOOD, 1938
HERE IS GOD'S PLENTY, 1949
Goldie Tuvin Stone, MY CARAVAN OF YEARS, 1945
Lillian Wald, HOUSE ON HENRY STREET, 1915
WINDOWS ON HENRY STREET, 1945

SOCIALISTS, ANARCHISTS, AND COMMUNISTS

Ella Reeve Bloor, WE ARE MANY, 1940
Elizabeth Gurley Flynn, I SPEAK MY OWN PIECE, 1955
Mary Ganz, REBELS, 1920
Charlotte Perkins Gilman, THE LIVING OF CHARLOTTE GILMAN, 1935
Emma Goldman, LIVING MY LIFE, 1931
Mary Harris Jones, AUTOBIOGRAPHY OF MOTHER JONES, 1925
Margaret Sanger, AN AUTOBIOGRAPHY, 1938
Vida Scudder, ON JOURNEY, 1937
Mary Heaton Vorse, A FOOTNOTE TO FOLLY, 1935

WRITERS

Mary Austin, EARTH HORIZON, 1932
Ruth Benedict, AN ANTHROPOLOGIST AT WORK, 1959
Ellen Glasgow, THE WOMAN WITHIN, 1954
Lillian Hellman, AN UNFINISHED WOMAN, 1969
Mabel Dodge Luhan, INTIMATE MEMORIES, 1933-1937
Mary McCarthy, MEMORIES OF A CATHOLIC GIRLHOOD, 1957
Lucy Sprague Mitchell, TWO LIVES, 1954
Gertrude Stein, THE AUTOBIOGRAPHY OF ALICE B. TOKLAS, 1933
Ida Tarbell, ALL IN A DAY'S WORK, 1939
Edith Wharton, A BACKWARD GLANCE, 1934

ADDITIONAL AUTOBIOGRAPHIES

Margaret Bourke-White, PORTRAIT OF MYSELF, 1963
Mary Margaret McBride, OUT OF THE AIR, 1960

Perle Mesta, PERLE-MY STORY, 1960
Eleanor Roosevelt, AUTOBIOGRAPHY, 1961

PERSONAL ACCOUNTS OF WOMEN'S ORGANIZATIONS

LABOR AND TRADE UNION WORK

Mary Anderson, WOMEN AT WORK, 1951
Mary Dreiser, MARGARET DREIER ROBINS: HER LIFE, LETTERS AND WORK, 1950
Alice Henry, THE TRADE UNION WOMAN, 1915
Agnes Nestor, WOMEN'S LABOR LEADER: THE AUTOBIOGRAPHY OF AGNES NESTOR, 1954
Rose Schneiderman, ALL FOR ONE, 1967

CONSUMERS' LEAGUES

Josephine Goldmark, IMPATIENT CRUSADER: FLORENCE KELLEY'S LIFE STORY, 1953
Maud Nathan, THE STORY OF AN EPOCH-MAKING MOVEMENT, 1926

GENERAL FEDERATION OF WOMEN'S CLUBS

J. D. Croly, THE HISTORY OF THE WOMEN'S CLUB MOVEMENT IN AMERICA, 1898
Mildred White Wells, UNITY IN DIVERSITY, 1953
Mary Wood, THE HISTORY OF THE GENERAL FEDERATION OF WOMEN'S CLUBS, 1912

WOMAN'S PARTY

Inez Hayes Irwin, THE STORY OF THE WOMAN'S PARTY, 1921
Doris Stevens, JAILED FOR FREEDOM, 1920

WOMEN IN THE MIDDLE AGES

I will lecture occasionally, but emphasis will be on general discussion of assigned reading. Besides the reading, each student will prepare a 20-minute oral report. A 1-2 page outline of the report and a bibliography will be handed in. Student work will be evaluated on the basis of the report, with the possibility of upward adjustment on the basis of the student's general classroom participation. I will use the standard grading system, with pass-fail option.

The course will be organized topically. After a general introduction and a brief glimpse at the image of woman in medieval art (using slides), we proceed from the material condition of women, to their participation in political life, to their participation in religious life, to their image in medieval religion, to their image in medieval literature, ending with the image of women in female medieval authors. The first week I will lecture. All succeeding classes will be a combination of informal lecture and discussion of the assigned reading. Starting in the third week, there will be two oral reports, with discussion of those reports, in the second hour of each class. The course will be aimed at providing a body of factual knowledge about medieval women, as well as developing the student's ability to interpret a medieval text.

(A partial list of suggested topics for oral reports are listed each week. An asterick indicates a mandatory topic.)

1) Introduction: The Middle Ages and the Study of Women's History

2) The Image of Woman: Medieval Art

3) Secular Life: THE SOCIO-ECONOMIC POSITION OF WOMEN
   Reports: *The Legal position of women; Prostitution in the Middle Ages; Women in Medicine; The Goodman of Paris; The Paston Letters

4) Secular Life: POLITICS
   Reports: Eleanor of Aquitaine; Blanche of Castile; Anna Comnena; Joan of Arc

5) Religious Life: THE CLOISTER AND RELIGIOUS MOVEMENTS
   Reports: *Heloise. (further readings); The Ancrene Wisse; Beguines

6) Religious Life: WOMEN MYSTICS AND SAINTS
   Reports: *Women saints' lives; Juliana of Norwich; Witches; Margery Kempe

7) Religious Image: WOMEN IN THEOLOGY AND POPULAR RELIGIOUS WRITINGS
   Reports: The Play of Adam; *Miracles of the Virgin

8) Literary: THE LITERATURE OF AN EARLY MEDIEVAL SOCIETY
   Reports: Niebelungenlied; Gudrun; French Chansons de Geste

9) Literary: COURTLY LOVE AND ITS SEQUELS
   Reports: Chretien de Troyes; Tristan and Iseult; Fabliaux; Romance of the Rose; Dante

10) Literary Image: and Action — WOMEN WRITERS AND MEDIEVAL FEMINISM
    Reports: Hrotsvitha, Assorted medieval poetesses (Beatritz de Dia, Agnes de Navarre-Champagne), Further readings in Marie de France or Christine de Pisan.

REQUIRED READING LIST

1) Introduction: The Middle Ages and the Study of Women's History. No reading.

2) The Image of Woman: Medieval Art
Eileen Power, "The Position of Women," in Crump and Jacob, The Legacy of the Middle Ages, pp. 401-35; E. E. Evans-Pritchard, "The Position of Women in Primitive Society," in The Position of Women in Primitive Society and Other Essays, pp. 36-58; The Tres Riches Heures of Jean, Duke of Berry; Adam and Eve. These two picture books will be on reserve. The students will also be asked to browse through the library's collection of medieval art books.

3) Secular Life: The Socio-Economic Position of Women
David Herlihy, "Land, Family and Women in Continental Europe, 701-1200" Traditio, 18 (1962), 89-121; Eileen Power, Medieval People, pp. 99-124; Margaret Wade La Barge, A Baronial Household of the 13th Century, pp. 38-52.

4) Secular Life: Politics
Gregory of Tours, History of the Franks, selections; Procopius, The Secret History, selections; Marion F. Facinger, "A Study of Medieval Queenship: Capetian France, 987-1237," Studies in Medieval and Renaissance History, 1968, pp. 1-47.

5) Religious Life: The Cloister and Religious Movements
R. W. Southern, Western Society and the Church in the Middle Ages, pp. 309-331; The Letters of Abelard and Heloise, selections.

6) Religious Life: Women Mystics and Saints
H. O. Taylor, The Medieval Mind (Chap. XX: Mystic Visions of Ascetic Women, pp. 458-86); Catherine of selections from her writing.

7) Religious Image: Women in Theology and Popular Religious Writings
John of Salisbury, Thomas Aquinas, Jacobus de Voragine: selections from their writings.

8) Literary Image: The Literature of an Early Medieval Society: Laxdaela Saga.

9) Literary Image: Courtly Love and Its Sequels
Andreas Capellanus, The Art of Courtly Love, selections; Angel Flores, ed., An Anthology of Medieval Lyrics, selections: Geoffrey Chaucer, The Canterbury Tales, (The Wife of Bath's Tale.)

10) Literary Image and Action: Women Writers and Medieval Feminism
Marie de France, selections from her writings; Christine de Pisan, selections from her writings.

In addition, all students are strongly recommended to read at their "leisure" over the quarter The Fear of Women by Wolfgang Lederer. If you don't know this book, take a look -- description of myths from various ages and cultures.

S. Johansson
K. Casey

University of California/Berkeley
Spring 1971

F-34

HISTORY OF EUROPEAN WOMEN - 17th - 20th CENTURIES

April 1 Introduction and summary of last quarter.

April 6 The Renaissance Queens and the Status of Ordinary Women. Role Reversals and the Sex War in Renaissance England.

April 8 The Two Faces of Protestantism, Counter-reformation and Women
Read: (April 6): Three Shakespearean Comedies - As You Like It; Much /do About Nothing; Merry Wives... Xeroxed selection from C. Camden; The Elizabethan Woman (pp. 240-271); (April 8): John Know, First Blast of the Trumpet Against the Monstrous Regiment of Women (xerox.); Keith Thomas, "Women and the Civil War Sects" (xerox).

April 13 The Law and Woman in Early Modern Europe; Women in the Professions.

April 15 The 90% Women as Peasants, and The Witch Persecutions in England.
(April 13) Read: Virginia Woolf A Room of One's Own; Linda Nochlin, "Why Have There Been No Great Women Artists?" Art News, January 1971; (April 15): Peter Laslett, The World We Have Lost, Chapt. 3-6; (Sg) A. MacFarlane, Witchcraft in Tudor and Stuart England.
PANEL: Women as Peasants. Work Problems before Industrial Revolution

April 20 The Eighteenth Century: Middle Class Life, Transformation of the Position and Image of Middle Class Woman, Myth of Feminine Evil Transformed.

April 22 Women and the Enlightenment; The Aristocratic Woman.
Read: April 20: Henry Fielding, Joseph Andrews/_____ or/Jane Austin Pride and Prejudice or Emma or/G. B. Taylor, The Angel Bakers or Sisterhood is Powerful: April 22: Mdm. DeLaTour Du Pin, America or E. and J. de Goncourt, Women of the 18th Century, pp. 1-96 or Mlle. R. LaFayette, Princess of Cleves. PANEL: Secular Thought and Women Friends or Foes?(April 22)

April 27 French Revolution and Early Modern Feminism

April 29 Industrial Revolution and Working Women. Read: April 27, Elizabeth Racz, "The Woman's Rights Movement and the French Rev." in Women: A Journal of Liberation, Vol. 1, no. 4; G. R. Stirling Taylor, Mary Wollstonecraft, Vindication of the Rights of... April 29: Margaret Hewlitt, Wives and Mothers of Victorian Industry; Hannah Mitchell, The Hard Way Up (Xerox).
PANEL: What Did Industrial Rev. Mean to Working Women?

May 4 Social Background to Feminist Revolt. Victorian Family Life and Oppression of Women.

May 6 The Militant Feminists, The Violent Middle Class Ladies of 19th century England. Read: J. S. Mill, "Subjection of Women" ;
F. Nightingale, "Cassandra"; Kate Millett, Sexual Politics, pp. 1-67.
Anny Kenny, Memoirs of a Militant; Ray Strachey, Struggle.
PANEL: Kate Millett: Is Class or Sex More Important in Effecting Woman's Existence?

May 11 Socialism and Women. Part I Theory; also, Feminism and Class Divisions

May 13 Part 2. Practice. Read: May 11, Marx plus others on The Woman Question; Engels, Origin of the Family; Dittoes.

Biography of either, Eleanor Marx Rosa Luxembourg, Beatrice Webb, Anny Besant, Emma Goldman or any other Socialist heroine.
PANEL: May 11, Theory of Women in Socialism/ May 13: Practicing What One Preaches.

May 18 Liberated Women and Their Men, Salome and Werfel; Male Allies and Enemies: Ibsen and Strindberg.

May 20 Late Victorian Crisis of Masculinity; Is It Connected to the First World War? Read: Ibsen, Six Plays; Strindberg, Six Plays;
May 20: Kate Millett, pp. 157-233; S. Hynes, Edwardian Frame of Mind: Chapt. VI, "The Trouble with Women;" T. Rosak, "The Hard and the Soft," in Masculine/Feminine.

May 25 The Russian Revolution and Reaction

May 27 The Fascist Regression to Barbarism; Read: Wilhelm Reich, The Sexual Revolution, (mostly on Russia) plus Dittoes; Millett, pp. 159-68.
PANEL: Comparing Women in Stalinist Russia and Hitler's Germany. With The West in the Depression.

June 3 Feminism after the Vote; The Family in the Early Twentieth Century. Intellectual Women.

June 5 Conclusion and Final Reports. Read: Dittoes of Panel: June 3.
PANEL: Intellectual Women in the Twentieth Century; Simone de Beauvoir, Simone Weil, Virginia Woolf, Gertrude Stein.

Francis Conant, Course Coordinator
Anthropology

City University of New York
Hunter College
Fall, 1973

PERSPECTIVES ON WOMEN IN BIOLOGY, ANTHROPOLOGY, PSYCHOLOGY

1 Introduction to concepts in Women's Studies

2-10 Biological Perspectives: Biological Perspectives in Sex Differences

2-4 Physiological bases of sex differences

5-7 Hormones and reproduction--male and female

8-9 Hormones and behavior

10 Nutrition as a factor in development and behavior

Stacy, R.W. and Santolucito, J.A., Modern College Physiology (Saint Louis: Mosby, 1966), pp. 195-218.
Villee, C.A., and Dethier, V.G. Biological Principles and Processes (Philadelphia: Saunders, 1971), pp. 634-77.

11-25 Anthropological Perspectives: Comparison of Sex Roles in Different Cul

12 Introduction to anthropological concepts relevent to the study of women

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13-14 Hominid evolution and male/female differences: the relevance of physical anthropology and primate studies

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15-16 Socio-Linquistics and sex roles

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17 Comparative institutions and women's roles

Barnouw, Chs. 9, 10.

18 Task assignment and the acquisition of sex roles

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19 Task accomplishment: allocation of food according to sex: a Brazilian example

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20 Women in Hacienda and Plantation Societies

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21 Overview: economic perspective on women in industrializing countries

Boserup, Ester, Woman's Role in Economic Development (New York: St. Martin's, 1970), Chs. 5-8, 12.

22 Overview: political perspectives on women in the Middle East

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23 Overview: cultural evolution and the position of women

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24 Women as anthropologists on women as subjects

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25 Review

26-41 Psychological Perspectives: Psychology and the Understanding of the Emergence of Masculine and Feminine Personality and Behavior

26 Introduction to psychological concepts relevant to the study of women

27-28 Female sexuality

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29-30 Sex differences in cognitive functioning

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31-33 Sex role stereotypes

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34-36 How the therapist looks at women

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37-38 Female Achievement: internal barriers

Crandell, V. J., "Katsovsky & Preston, Motivational and Ability Determinants of Young Children's Intellectual Achievement Behaviors," Child Development (1962), 33:643-661.

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39-40 Female achievement: external barriers

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Walster, E., et.al., "The Effect of Race and Sex on College Admission," paper presented at the American Psychological Association, Miami Beach, 1970.

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41 Review

42 Summary

Interdisciplinary

F-40

Linda Nochlin Pommer
Department of Fine Arts

Vassar College
Spring, 1970

THE IMAGE OF WOMEN IN THE 19TH AND 20TH CENTURIES

February 9 - George Eliot representation of women by Ingres, Dalacroix, Manet

16 - Woman as sex: Pornography and sexual imagery
The theme of the prostitute
25 - The concept of the nude
Freudian mythology in modern art
March 2 (Picasso and surrealism)
Matisse and the harem concept of woman
9 - Women in Pre-Raphaelite painting and Victorian literature

30 - Woman as angel and devil in 19th century art
The Vampire woman in art and literature
April 6 - The Holy Family and the image of domesticity in bourgeois art
Architecture of the Home and interior decorating
13 - Woman in "low" art: the social significance of costume; popular imagery and illustration; advertising;
20 - Women's magazines; television and the movies
27 - Socially conscious representations of women in art and literature (contrast English and French feminist literature)
May 4 - Women as artists: Rosa Bonheur, B. Morisot, M. Cassat, K. Kollwitz, G. O'Keefe, H. Frankenthaler, G. Hartigan, ...
11 - joint session

READING LIST

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Dodge, M. A., Woman's worth and worthlessness. 1872 (the fall from grace, servile occupations, home training, suffrage, attitudes of men).
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Jones, E., Those were the good old days. A happy look at American advertising, 1880-1930. N. Y., 1959.
Fry, R., Art and Commerce. London, 1926.
Cole, W., F. Robinson, ed., Women are Wonderful! A history in cartoons of the past hundred years. Boston, 1956.
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Morse, P., Art and Pornography,

Professor Carl Degler
Stanford University

F-43
Undergraduate Colloquium 103I
Spring 1970

RACE AND SEX IN AMERICA

Note: You are urged to purchase in paperback the following books, which will be read in their entirety:

Benjamin Drew, Refugee: A Northside View of Slavery (Ed. Edelstein)
Una Stanndard, The New Pamela
Kate Chopin, The Awakening
Caroline Bird, Born Female

The Assignments are for discussion on the date given, required readings are on 2 hour reserve in Meyer.

March 31. Introductory and organizational meeting.

April 7 The Issues: The Nature of Prejudice

Required Reading:

Articles, "Prejudice," "Individual Differences," (Section entitled "Sex Differences," and "Individual Differences, II Sex Differences,") in International Encyclopedia of the Social Sciences, shelved in Area 260 of Undergraduate Library.

Gordon Allport, The Nature of Prejudice, Ch. 2,3,5,8,10, and pp. 349-355 in paperback (abridged) edition.

Erik Erikson, "Inner and Outer Space: Reflections on Womanhood," in Robert Jay Lifton, ed., The Woman in America.

Kenneth J. Gergen, "The Significance of Skin Color in Human Relations," in John Hope Franklin, ed., Color and Race.

Suggested Reading:

Harold R. Isaacs, "Group Identity and Political Change: The Role of Color and Physical Characteristics," in Franklin, ed., Color and Race.

Hiroshi Wagatsume, "The Social Perception of Skin Color in Japan," in Franklin, ed., Color and Race.

Eric Fromm, "Sex and Character," in his Dogma of Christ.

Phyllis C. Jay, "The Female Primate," and Edmund Overstreet, "The Biological Makeup of Woman," in Seymour M. Farber and Roger H. L. Wilson, eds., The Potential of Woman.

April 14. The Historical Origins of Racial Prejudice.

Required:

Winthrop D. Jordan, White Over Black, Chs. 1,2,3, and 6.
Thomas F. Gossett, Race: The History of an Idea in America, Chs. 1 and 2.

Suggested:

Alden T. Vaughan, New England Frontier: Puritans and Indians 1620-1675.
Roy Harvey Pearce, Savigism and Civilization. A Study of the Indian and the American Mind, Part I.

April 21. Attitudes Toward and Behavior of Woman and Negroes in Nineteenth Century America.

Required:

Alexis de Tocqueville, Democracy in America, I, Ch. XVIII to the section entitled "What are the Chances of Duration of the American Union?" -- about 50 pp.
Then read 100 pages or so in one or more of the following travel accounts. Those with an asterisk are available in the open stacks in Meyer; the others are shelved together, alphabetically by author, in the basement of Meyer.

*Frances T. Trollope, Domestic Manners of the Americans (1832)
*Harriet Martineau, Society in America (1837)
*Charles Dickens, American Notes (1842)
*Fredericka Bremer, Homes of the New World (1853)
*M. Chevalier, Society, Manners, and Politics in the United States (1837)
917.3/M153 Alexander MacKay, The Western World (1849)
917.3/B368 Mary E. Beard, America Through Women's Eyes.
917.3/C187 George Campbell, White and Black (1879)
917.3/H174 Basil Hall, Travels in North America in the Years 1827 and 1828, III.
917.3/L352 Henry Latham, Black and White (1867)
917.3/M681 D.W. Mitchell, Ten Years in the United States (1862)
*Frederick L. Olmsted, Cotton Kingdom (1860)

Suggested:

Leon Litwack, North of Slavery, The Negro in the Slave States, 1790-1861.
Eugene Berwanger, The Frontier Against Slavery.
Gerda Lerner, The Grimké Sisters from South Carolina.
Barbara Welter, "The Cult of True Womanhood," American Quarterly, XVIII (Summer, 1966), 151-174.

April 28. The Impact of Slavery on Blacks.

Required:

Benjamin Drew, Refugee: The Northside View of Slavery.

Suggested:

B.A. Botkin, ed., Lay My Burden Down. A Folk History of Slavery.
Gilbert Osofsky, ed., Puttin On Ole Massa (Four Slave Narratives)
Kenneth M. Stampp, The Peculiar Institution. Chs. IV,VII, VIII, X.
Frederick L. Olmsted, Cotton Kingdom: Travels in the Seaboard Slave States.
Stanley Elkins, Slavery, Chs. II and III.

May 5 Women's Rights in the United States.

Required:

William L. O'Neill, Everyone Was Brave, Chs. I and II.

Suggested:

Eleanor Flexner, A Century of Struggle.
Charlotte Perkins Gilman, Women and Economics. (On Reserve at Meyer)
Aileen Kraditor, The Ideas of the Women's Suffrage Movement (On reserve at Meyer)
Alan Grimes, The Puritan Ethic and Woman Suffrage.
Aileen Kraditor, ed., Up From the Pedestal. Sources on the Women's movement (On reserve at Meyer).

May 12 Woman on Woman, I.

Required:

Una Stannard, The New Pamela.
Kate Chopin, The Awakening.

Suggested:

Helen Papashvily, All the Happy Endings.
Per Seyersted, Kate Chopin.
Mary R. Beard, Woman as Force in History.

May 19 Woman on Woman, II

Required:

Josephine Carson, Silent Voices.
William H. Grier and Price M Cobbs, Black Rage, ch. III

Required:

Caroline Bird, Born Female.

Suggested:

Betty Freidan, The Feminine Mystique.
Gunnar Myrdal, An American Dilemma. II, Appendix 5.
Helen Hacker, "Women as a Minority Group," Social Forces, XXX (October, 1951), 60-69.
Ronald V. Sampson, The Psychology of Power, ch. 3, esp. part iv.

June 2: Sex and Racism

Required:

Winthrop Jordan, White Over Black. Ch. IV.
Alvin F. Poussaint, "The Stresses of the White Female Worker in the Civil Rights Movement in the South," American Journal of Psychaitry, CXXIII (October, 1966).
Calvin Hernton, Sex and Racism in America.

Suggested:

John Dollard, Caste and Class in a Southern Town, Ch. VII.
John Griffin, Black Like Me.
Eldridge Cleaver, Soul on Ice, Ch IV.
William H. Grier and Price M Cobb, Black Rage, Chs IV & V.

Carolyn Black
Philosophy

San Jose State University
Spring, 1973

ETHICS

A course concerned with ethical topics of particular interest to women within the framework of traditional ethical theory.

Texts: Richard Brandt, ed., Value and Obligation (VO)
James Rachels, ed., Moral Problems (MP)
R.M.Hare, Freedom and Reason
Fodor Dostoyevsky, the Grand Inquisitor section of The Brothers Karamazov
John Stuart Mill, On the Subjection of Women
Henrik Ibsen, A Doll's House

First week -
Introduction: What Ethics includes.
Brandt, Value and Obligation (VO), pp. 1-10
Nietzsche, Friedrich W., "Power not Pleasure," (VO), pp. 107-118.
Recommended: Hare, R.M., Freedom and Reason, pp. 137-185.

Second week -
Values.
VO, pp. 15-21.
Ross, W.D., "Many Things Intrinsically Good." VO, pp. 119-25.
Abortion. Discussion question: Is the taking of the life of the fetus the crucial moral issue? (You may wish to discuss whether life is intrinsically or instrumentally good.)
Thompson, Judith, "A Defence of Abortion," Philosophy and Public Affairs, Vol.1, #1.

Third week -
Obligations.
VO, pp. 127-132.
Ross, "Many Different Prima Facie Obligations," VO, pp. 217-230.
Sex. Discussion question: Are there any sexual obligations only women have?
Russell, Bertrand, Marriage and Morals, chs. 1, 7, 19, 20;
Recommended: ch. 10.
Ruddick, Sara, "On Sexual Morality," in Rachels, Moral Problems, (MP), pp. 84-105.

Fourth week -
Rawls, Johns, "The Justice of Institutions," VO, pp. 548-563.
Equality. Discussion question: If women are superior, why should they want equality?
Mill, John S., On the Subjection of Women, ch. 4.
Recommended: Raphael, David D., "Justice requires Equality," VO, pp. 563-574.

Fifth week -
Freedom.
Dostoyevsky, Fodor, Grand Inquisitor section of The Brothers Karamazov.
Discussion question: What is involved in being liberated?
Ibsen, Henrik, A Doll's House.

Sixth week -
Relativism.
VO, pp. 433-440.
Sumner, William, "Folkways," VO, pp. 441-451.
Discussion question: student selection (with the approval of the instructor).

Seventh week -
Metaethical theories: Supernaturalism.
VO, pp. 249-256.
Thomas, George F., "Reason and Revelation in Ethics," VO, pp. 314-329.
Recommended: Plato, "A Critique of Theological Ethics," VO, pp. 297-314.
Discussion topic: The morality or lack of it of some specific religion(s) with respect to women.

Eighth week -
Optional midterm examination covering all work up to now.
Naturalism I.
Sharp, Frank Chapman, "The Ideal Observer Theory," VO, pp. 257-263.
Recommended: Ewing, A.C., "A Critique of Naturalism," VO, pp. 282-297.

Ninth week -
Naturalism II. Utilitarianism.
Bentham, Jeremy, "Utilitarianism," VO, pp. 176-189.
Mill, "Happiness the Basic Standard," VO, pp. 28-49.
Discussion question: Do women have natural moral functions peculiar to them?
Recommended: Money, John, Man and Woman, Boy and Girl.

Tenth week -
Utilitarianism.
Rawls, "Rule Utilitarianism," VO, pp. 230-238.
Recommended: Hare, Freedom and Reason, pp. 112-136.
Discrimination. Discussion topic: Similarities and/or dissimilarities of ethical problems of women and blacks. Recommended: Wasserstrom, Richard, "Rights, Human Rights, and Racial Discrimination," MP, 107-124.

Eleventh week -
Nonnaturalism; Emotivism.
Ross, W.D., Contemporary Rationalism in Ethics," VO, pp. 342-346.
Ayer, A.J., "A Purely Emotive Theory," VO, pp. 358-368.
Recommended: Strawson, Peter, "Puzzles for Intuitionists," VO, pp. 347-358.
Reparation. Discussion question: Is favoring women unjustifiably discriminatory?

Twelfth week -
Prescriptivism.
Hare, Freedom and Reason, pp. 1-50.
Recommended: Hare, Freedom and Reason, pp. 51-85.
Women and the Law. Discussion topic: Civil Law as a defender or detractor of morality with respect to women. Recommended: Mill, "A Utilitarian Defense of Freedom of Action," VO, pp. 512-529.

Thirteenth week -
Generalization and Universalization.
Baier, Kurt, "The Essentials of Morality, VO, pp. 418-429.
Recommended: Hare, Freedom and Reason, pp. 86-111.
Civil Disobedience. Discussion question: Is civil disobedience justifiable as a means of acquiring women's rights? (optional: Is violence?)
Recommended: Rawls, "The Justification of Civil Disobedience," MP, 125-140.

Fourteenth week -
Egoism.
Medlin, Brian, "Ethical Egoism is Inconsistent," VO, pp. 150-157.
Recommended: Hobbes, Thomas, "Egoism as an Implication of Psychology," VO, pp. 141-149.
Discussion question: student selection.

Susan Baurque
Government Department

F-49
Smith College
Spring 1971

SEX AND POLITICS: THE IMPACT OF SEX ON POWER AND INFLUENCE IN SOCIETY

The object of this seminar is to improve the students' grasp of certain concepts in political science and enlarge their understanding of political life by enabling them to engage in a rigorous analysis of the relationship between sex and politics.

The seminar material is divided into four parts: political theory, political socialization, political behavior, and political decision-making. Students will examine the legacy of classic political thought about the division of power along sex lines and the modern approaches to this issue. Under the heading of political socialization they will examine the content of male and female socialization and the impact of this socialization on political and social institutions. In considering the relationship between sex and political behavior the students will examine two general areas: political movements that have sought to realign the division of power on the basis of sex-oriented concerns, and political behavior in modern societies especially American society as reflected in voting patterns, leadership patterns, and informal influence patterns.

In the remainder of the seminar students will consider concrete cases in the making of political decisions on issues with a sexual content, that is, how those decisions get made and who makes them. The three issues which will be covered are birth control and population, the law (equal rights and protective legislation), and sex education.

Students will write a research paper based on one of the decision-making issues. In addition, students will become familiar with survey data and survey analysis techniques using data on women's attitudes and characteristics.

Theoretical Approaches

Ernest Barker, The Politics of Aristotle
The Republic of Plato
Friedrich Engels, The Origins of Family, Private Property and State
Karl Marx, Friedrich Engels, V. Lenin, J. Stalin, The Woman Question (selected writings)
John Stuart Mill, The Subjection of Women
Alice Rossi, "Sex Equality: The Beginnings of Ideology," The Humanist
Kate Millett, Sexual Politics

Political Socialization

R. E. Dawson and K. Prewitt, Political Socialization
David Easton, Robert Hess and Fred Greenstein, selected articles on Children's political socialization in the Public Opinion Quarterly, The Midwest Journal of Political Science, and the American Political Science Review
Herbert Hyman, Political Socialization
Bruno Bettelheim, Children of the Dream
Sarah Spinks, "Sugar and Spice", This Magazine is About Schools
Margaret B. Crook, Women and Religion
Mary Daly, The Church and the Second Sex

A. Political Movements

Franz Fanon, Studies in Dying Colonialism
Eleanor Flexner, Century of Struggle
Aileen Kraditor, ed., Up From the Pedestal
William O'Neill, Everyone Was Brave
Gunnar Myrdal, An American Dilemma, appendices

B. American Politics

Angus Campbell, The American Voter
Cuber and Harroff, Sex and the Significant American
Martin Gruberg, Women in Politics
Peggy Lamson, Few Are Chosen
Lawrence Ludovici, The Final Inequality

C. Comparative Perspectives

Richard Fagin, The Transformation of Political Culture in Cuba
William Hinton, Fanshen
Brigitta Linnear, Sex and Society in Sweden
Ronald Sampson, The Psychology of Power
Robert Scott, "The Political Culture of Mexico", in Political Culture and Political Development

Political Decision-Making

A. Population and Birth Control

American Friends Service Committee, Who Shall Live
Elizabeth T. Douglas, Margaret Sanger
David Lowe, Abortion and the Law
M. Potts, ed., A Guide to the Abortion Act 1967

B. The Law - Equal Rights and Protective Legislation

Cases: Muller vs. Oregon, Brandeis brief; Lochner vs. New York; Hoit vs. Florida
Pauli Murray and Mary Eastwood "Jane Crow and the Law", in The George Washington Law Review
Leo Kanowitz, Women and the Law
The Civil Rights Act of 1964
Margery Leonard, The Equal Rights Amendment: Questions and Answers Prepared by the Research Department of the National Women's Party

C. Sex Education

Mary Breasted, Oh! Sex Education
Herbert Gans, The Levittowners
Robert Wood, Suburbia, Its People and Their Politics
A. J. Vidich and J. Bensman, Small Town in Mass Society

Gail Falk and Ann Hill
Political Science/Undergraduate

WOMEN AND THE LAW

During the past two years Women and the Law courses have been given at several law schools, and in most of these courses students have written research papers. Many of the materials we will use in our course are the product of work students have done in previous courses. Through the coordinated efforts of men and women (mostly women) at various law schools we are close to being ready to put together a textbook of women and the law materials.

In the second class meeting we shall discuss some of the most well-known Supreme Court opinions on the legal status of women. As you read these cases (listed below), think about how the members of the Supreme Court have viewed women. Consider also how the Court's view of women has either shaped or justified constitutional interpretations of laws affecting women. And lastly, pay close attention to the Court's own rationale for viewing women as a separate or different group of people under laws regarding personal and civil rights.

Bradwell v. State of Illinois, 16 Wall 130 (or 83 U.S. 130) (1872)
Minor v. Happersett, 88 U.S. 162 (1874)
(For a discussion of this case, see Flexner, Century of Struggle, pp. 164-170, on reserve at the Law Library.)
Strauder v. West Virginia, 100 U.S. 303 (1879)
Hoyt v. Florida, 368 U.S. 57 (1961)
(Read Strauder and Hoyt together for a comparison of the rights of Blacks to serve on juries and the rights of women to be jurors.)
Muller v. Oregon, 208 U.S. 412 (1908)
(Compare the "rational scientific approach" of the Court in Muller with the scientific rationality applied by the Fifth Circuit Court of Appeals in a recent decision, Weeks v. Southern Bell Telephone and Telegraph Co.,408 F. 2d 228 (5th Cir. 1969), concerning the need for "special protection" of women workers.)

CONSTITUTIONAL GUARANTEES OF EQUALITY --PART I

A. Theories of Equal Protection

The reading assigned for the first class on equality highlights the major doctrines or theories of equal protection which have been developed by the Supreme Court, as it has interpreted the Equal Protection Clause of the Fifteenth Amendment to the U.S. Constitution. The cases listed below have arisen in areas other than sex, such as race, poverty and criminal law. It is in these cases that the Supreme Court introduced and explained the concepts of state action, reasonable classification, suspect classification and fundamental interest. In the second week on equality we will apply these concepts to cases in the area of sex.

Reading

1. For an overview of equal protection theory and case law, read "Developments in the Law -- Equal Protection," 82 Harvard Law Review 1065 - 1132.
2. State Action (optional); Marsh v. Alabama, 326 U.S. 501 (1946); Burton v. Wilmington Parking Authority, 365 U.S. 715 (1961)
3. Reasonable classification: McLaughlin v. Florida, 379 U.S. 184 (1964); Dundridge v. Williams, 397 U.S. 471 (1970)
4. Suspect classification: Korematsu v. United States, 323 U.S. 214 (1944) Loving v. Virginia, 388 U. S. 1 (1967)

5. Fundamental Interest: Skinner v. Oklahoma ex rel. Williamson, 316 U.S. 535 (1942); Griffin v. Illinois, 351 U.S. 12 (1956)

As you read these cases you will quickly notice that the constitutional theories of equal protection are not clearly defined by the Supreme Court. As a result, the opinions of many of the cases assigned above are confusing on the first reading (and on the second reading as well), because the Supreme Court itself deals rather indiscriminately with the four doctrines listed above.

CONSTITUTIONAL GUARANTEES OF EQUALITY--PART II

Women and the Equal Protection Clause

State and federal courts have only recently begun to apply equal protection theories to cases involving sex discrimination. Three areas in whch women have successfully challenged statutes or policies that arbitrarily differentiate between the sexes are jury service, education and criminal law. But the measure of success is still uneven, and the status of women under the Equal Protection Clause is still uncertain. The following cases and articles illustrate the tenuous relationship between sex discrimination and equal protection theories.

(Read at least one case in each category.)

1. Jury service
   a. Federal jury -- Abbot v. Mines, 411 F. 2d 353 (6th Cir. 1969)
   b. State jury -- White v. Crook, 251 F. Supp. 401 (1966)
2. Education
   a. Allred v. Heaton, 336 S. W. 2d 251 (1960). If you have time Missouri ex rel Gaines v. Canada, 305 U.S. 337 (1938), a case about discrimination against blacks in admission to law school.)
   b. Kirstein v. The Rector and Visitors of the University of Virginia, 309 F. Supp. 184 (E.D. Va., 1970). (The order issued by the Court calling for an end to sex discrimination and a three-year plan for desegregating the university is on reserve in the Law Library.)
   c. Williams v. McNair, 39 LW 2142 (D.S.C. Sept. 15, 1970)
3. Criminal Law -- Sentencing
   a. Commonwealth v. Daniel 430 Pa. 642, 243 A. 3d 400 (1963)
   b. U. S. ex rel Robinson v. York, 281 F. Supp. 8 (D. Conn. 1968)
4. Schneider, "Sex: A Suspect Classification" (January, 1971). This paper is on reserve in the Law Library.

CONSTITUTIONAL GUARANTEES OF EQUALITY -- PART III

We will focus on the proposed Equal Rights Amendment to the United States Constitution -- its form, its desirability, its impact. One issue that is raised by the reading is whether the Equal Rights Amendment is compatible with a theory of "separate-but-equal" for certain laws and regulations applying to men and women.

1. Brown, Emerson, Falk, Freedman, "Constitutional Basis of Equal Rights for Women" (Second draft)
2. Citizens Advisory Council on the Status of Women, "The Proposed Equal Rights Amendment to the United States Constitution"
3. Plessy v. Ferguson, 163 U.S. 537 (1896)
   This is the famous "separate-but-equal" case in the area of race. (Pay particular attention to the dissent of Justice Harlan.)

ABORTION READING LIST

1. Noonan, John T., The Constitutionality of the Regulation of Abortion, Hastings Law M Journal, Vol. 21, no. 1, November 1969.
2. Doe v. Scott, (U.S.D.C. N.D. ILL. January 29, 1971) Civil Action No. 70 C 395 Memorandum Opinion.
3. Rosen v. Louisianna Boards of Medical Examiners, 318 F Supp. 1217 (1970)
4. Griswold v. Conn. 381 U.S. 479 (1965). Read carefully all the opinions; this is an important but difficult case.
5. U.S. v. Boyd Memorandum of Points and Authorities. OR ---
6. State of Conn. v. Sullman, a Brief Amious Curiae of the Connecticut Civil Liberties Union. (Drafted by Women v. Conn.).
7. Abortion Reform. The Battle Lines are Drawn. Health Pak Bulletin.
8. Optional. Abele v. Markle, Women vs. Connecticut complaint. (1971)

LAWS AFFECTING WORKING WOMEN: THE STRUCTURE OF FEDERAL FAIR EMPLOYMENT LEGISLATION

1. Economic and Social Background (optional if you have done reading about this).
   Twentieth Century Fund Background Paper on Working Women, articles by Weisskoff and Weitzman.

2. Substantive Provisions of the Equal Pay Act and Title VII of the 1964 Civil Rights Act.
   a. Bureau of National Affairs, Labor Policy and Practice series, vol. 6, Fair Employment Practices. Sections 401.29-31: 421. 301-306; 421.001-612,
   b. Equal Employment Opportunities Commission, Laws about Discrimination Against Women, pp. 10-12.
   c. Phillips v. Martin-Marietta, 411 F.2d 1; 416 F.2d 1257; 3 FEP Cases 40 (Sup. Ct. 1970). Read all 3 opinions, in order.
   Cooper v. Delta, 274 F. Supp. 781 (E.D. La. 1967); Sprogis v. United 308 F. Supp. 959.

3. Taking on the Leviathan
   EEOC v. AT&T (brief submitted to the Federal Communications Commission)

SEX DISCRIMINATION IN ELEMENTARY AND HIGH SCHOOL EDUCATION

1. Tracking---Overt and Subtle
   a. Hobson v. Hansen, 269 F. Supp. 401 (D.D.C. 1967); Read the following pages only:
   442-446 ("IV. The Track System" to "C. The Tracks"); 457-458 ("2. Effects of the distribution pattern" to "E. Flexibility in Pupil Programming"); 488-492 ("Conclusion" to "Opinion of Law"); 511-515 ("VI. The Track System" to "headnote 40").
   b. Sisterhood is Powerful, articles by Connie Dvorkin and Alice De Rivera on high school women. A copy is on reserve.
   c. Meyer v. Nebraska, 262 U.S. 390 (1923)
   d. "Extent of Tracking by Sex" (2 pages) or 1969 Handbook on Women Workers 221-225. On reserve.

2. Athletics
   a. Articles on including women on high school teams:
      1. "Should Girls Play on Boys' Teams?" (Good Housekeeping, Oct. 1969)
      2. New York changes rule on women in interscholastic sports (New York Times, 1970).
      3. Hamden girl wants to run on school cross-country team (Modern Times 1970)
   b. Amended Complaint and Plaintiff's Memorandum, Gregorio v. Board of Education (Supreme Court, New Jersey) Xeroxed on reserve.

3. Course Content

Articles on Curriculum (New Republic article and material on New Jersey "Words and Images" study.) Xeroxed on reserve.

4. Pregnant Women
   a. Perry v. Grenada, 300 F. Supp. 748 (D. Miss.)
   b. "High School Pregnancy," Life (March 1971). Magazine on reserve.

Note: The reason for this patchwork of materials, none of which probe very deeply into the subjects they describe, is that little work has been done on the legal implications of sex discrimination in public education, nor is there a good article that we know of on high school.

AFFIRMATIVE ACTION PLANS

Since passage of the Fourteenth Amendment, efforts to fight discrimination in this country have traditionally focussed on securing equality of opportunity. People justifying the affirmative action plans say they too are merely attempts to secure equality of opportunity. Do you agree with this? If not, why do you think people find it so important to bring their plans within the rhetoric of equality of opportunity? Do you think affirmative action or rigorous enforcement of anti-discrimination laws will better serve women's employment needs over the long run? If you favor affirmative action, do you think the present Executive Order and guideline provide an adequate framework?

1. Materials for HEW review of Yale
   a. Women on the Yale Faculty
   b. HEW Hearings (Folders are on reserve with these names.)

2 Executive Order 11246 as amended by Executive Order 11375.

3 Affirmative Action Guidelines and Sex Discrimination Guidelines.

4 Memorandum, Guidelines, Questions and Answers about the Philadelphia Plan. (This will give you an idea of the mechanics of an affirmative action plan.)

5. Contractors Assn. of Eastern Pa. v. Secy of Labor, (Concentrate on the court's handling of the question whether an affirmative action plan conflicts with the no-discrimination law, Title VII.)

6. Ann Scott, "The Half Eaten Apple: or Univ. of Michigan Women, "The Feminine Mistake" (both in folders on reserve)

EMPLOYMENT OF WOMEN

I. Protective Labor Laws

1. Women's Bureau. Summary of State Labor Laws for Women (March 1969) (in folder on reserve)

2. Hill, Ann. Protective Labor Legislation for Women: Its Origin and Effect (in folder on reserve)

3. Ross, Susan Deller, Sex Discrimination and Title VII. (in folder on reserve)

4 Iredale, Nancy et al. Connecticut Labor Laws for Women (report prepared for Connecticut Legislature suggesting changes in protective labor laws -- last part of report is reprint of Women's Bureau Summary of State Labor Laws for Women, supra) (in folder on reserve)

II. Day Care and the Private Employer

1. Rosenberg, Barbara and Meisel, Susan. Day Care: An Overview. (in folder on reserve)

2. Lafayette, Kate. KLH Child Development Center, Inc. (Two-page description of day care center run by private employer -- in same folder with Rosenberg article)

3. 1969 Handbook of Women Workers, pp. 37-55, (on reserve)

4. Two short articles in Monthly Labor Review (June, 1970) Nash, Edmund, "The Status of Women in the U.S.S.R."; Waldman, Elizabeth K. "Changes in the Labor Force Activity of Women." (Monthly Labor Review of June 1970 is on reserve).

5. Bronfenbrenner, Urie. Two Worlds of Childhood. (This book is comparative study of raising children in U.S. and U.S.S.R. -- read only chapters on Russian experience with child care) (on reserve).

WOMEN, THE FAMILY, AND THE LAW

1. General Background

L. Kanowitz, Women and the Law, Ch. 3, 35-99.

2. The State's Monopoly

Boddie v. Conn., 39 L.W. 4294 (Sup. Ct. Sections) Mar. 2, 1971

3. The State as "the Man"

C. Glassman, "Women and the Welfare System," Sisterhood is Powerful, p. 102; King, v. Smith, 392 US 309 (1968) (Read pt. III carefully; skim the rest)

4. Some Details of the Rights of Husbands and Wives

H. Clark, "The Married Woman's Contracts," Domestic Relations, 226-8. Thompson v. Thompson, 218 U.S. 611 (1910); Marri v. The Stamford St. Ry. Co., 84 Conn. 9; U.S. v. Dege, 364 U.S. 51 (1960)

PUNISHMENT OF WOMEN AS CRIMINALS AND DELINQUENTS

1. Conn. Gen. Stat. Sections 17-379, 18-65. (Xeroxed copy on Women and the Law reserved.)
2. Conn. v. Mattiello, 4 Conn. Cir. 55 (1966) 22 SA 2d 507.
3. Crimes of Status: Robinson v. Calif., 370 U.S. 660 (1961).
4. The Vagueness Doctrine: Smith v. Hill, 285 F. Supp 556 (E.D.N.C. 1968).
5. A. Reiss, "Sex Offenses: the Marginal Status of the Adolescent," 25 Law and Contemp. Probs 309. (Xeroxed copy of selected pages on Women and the Law reserve.)
6. S. Gold, "Equal Protection for Juvenile Girls in Need of Supervision in New York State," (Unpublished paper, N.Y.U. Law School, 1970). (On Women and the Law reserve.)

WOMEN AND THE MEDIA

I. Fairness Doctrine

A. "Public Interest" and the First Amendment

Red Lion Broadcasting Co., Inc. et al. v. Federal Communications Commission, 395 U.S. 367 (1969)

or

B. Applicability of Fairness Doctrine in Handling of Controversial Issues of Public Importance (The Fairness Primer), 2 RR 1901 (1964).

What makes a "controversial issue of public importance"?
Does the context in which the issue is aired make a difference?
Does the Commission think that if a point of view is presented without opposition and as if it were universally held (or widely held by the community), that such a viewpoint is non-controversial?
Does the length of time given to one side of an issue make the difference?
How would you argue that the women's movement and the ideas of women's liberation should be given time to respond to sexist programs or advertisements?
What kind of evidence would you produce to show the importance of the women's issue and to prove that a controversy exists?
What exactly is the duty of "fairness" on the part of an individual station or broadcaster? Does it require "equal time"?
Read Banzhaf v. FCC, U.S. Ct. App. (District of Columbia), Nov. 21, 1968, 14 RR 2d 2061, for discussion of what constitutes a "controversial issue."

II. License Renewal Requirements

A. City of Camden, 16 RR 2d 555 (1969)

To what extent must a station seeking renewal of its license ascertain the needs of the community it serves in order to meet the FCC's ascertainment requirement?

Does the FCC require the station to make a survey of Community needs or of program preferences?

With whom -- what groups and individuals -- must the station consult in determining community needs?

What is likely to be the practical difference between consultation with women as leaders of women's rights groups and consultation with women as members of the general public?

What is the practical effect of the FCC's ascertainment requirement? How closely does the FCC scrutinize the local station's surveys and proposed programming?

B. Agreement between minority groups in New Haven, Fresno and Philadelphia with Capital Cities, following filing of "Petition to Deny" by Citizens Communications Center

Locally, WNHC - TV and AM and FM radio have been purchased by Capital Cities, a New York-based conglomerate. The purchase was challenged by the Citizens Communications Center in behalf of local minority groups, by filing a petition to deny the transfer of licenses with the FCC. Such a petition requires the FCC to hold a hearing on the pending sale, to determine whether it is in the public interest.

Could a women's group use this technique to challenge the sale or transfer of radio and TV stations to corporations that discriminate against women? Would the same issues be raised by women, as by minority groups.

III. FCC Regulations on Discrimination against Women

A. Fair Employment

1. Non-Discrimination in Employment Practices, 13 RR 2d 1645 (1968.

2. Non-Discrimination in Employment Practices of Broadcast Licensees, 19 RR 2d 1571 35 FR 8825 (1970), 23 FCC 2d 430. This rule amended the first rule to include sex.

B. Now Petition to challenge FCC forms, and to compel FCC to amend statutes to prohibit sex discrimination. Read all.

Mary Cornelia Porter
Political Science

Barat College
Lake Forest, Ill.
Spring, 1972

AMERICAN WOMEN AND AMERICAN POLITICS

The purpose of the course is two-fold: 1.) To provide additional information about, and insights into, the position of women in America; and 2.) to add to the student's understanding of American politics by examining political processes and institutions from the perspective of the status and aspirations of women. So thatthe course will reflect the impact of the current feminist movement, selections have been drawn, as much as possible, from materials made available since 1965.

For Purchase

Amundsen	The Silenced Majority, Prentice Hall (1971)
Lamson	Few Are Chosen, Houghton Mifflin (1968)
Thompson, ed.	Voices of the New Feminism, Beacon (1971)
_____	Harvard Civil Rights/Civil Liberties Law Review, Volume 6, no. 2 (March, 1971)

On Reserve

Flexner	A Century of Struggle, Harvard (1959)
Fwisher	American Constitutional Development, Houghton Mifflin (1954)
Garraty, ed.	Quarrels That Have Shaped the Constitution, Harper (1966)
Morgan, ed.	Sisterhood is Powerful, Vintage (1970)
	Valparaiso University Law Review, Volume 5, no. 2, Symposium Issue (1971)
	Hearings on the Equal Rights Amendment, Subcommittee on Constitutional Amendments, 91st Congress, Second Session on S. J. Res. 61.
	The Education of Women for Social and Political Leadership: A Symposium, Southern Methodist Press (1967)
	Transaction (October, 1969)

I. The Problem Stated

* Friedan	"Our Revolution is Unique," Voices...
* Dunbar	"Female Liberation as the Basis for Social Revolution," Ibid.
* Cavanaugh	"A Little Dearer Than His Horse," Harvard CLLR (henceforth HCLR)
* Amundsen	Chapters 1-6

II. The History of the "First Movement"

* Cowley	"Pioneers of Women's Liberation," Voices...
* Flexner	A Century of Struggle

* required

III. The Meaning of Democracy

* Amundsen	Chapter 7
* Rossi	"Sex Equality: The Beginning of Ideology," Voices...
* Koontz	"Women as a Minority Group," Ibid.
* Chisholm	"Women Must Rebel," Ibid.
* Murray	"The Liberation of the Black Woman," Ibid.
* Lamson	Introduction
* Degler	"American Women in Social and Political Affairs," Education of Women...

IV. Reform and the Constitution: The 19th Amendment and the Equal Rights Amendment

* Swisher	American Constitutional Development, pp. 691-703
* Dorsen and Ross	"The Necessity of a Constitutional Amendment," HCLR
* Emerson	"In Support of the Equal Rights Amendment," Ibid.
* Murray	"The Negro Woman's Stake in the ERA," Ibid.
* Freund	"The Equal Rights Amendment is Not the Way," Ibid.
* Kurland	"The Equal Rights Amendment: Some Problems of Construction," Ibid.
_____	"A Memorandum on the Proposed Equal Rights Amendment," Hearings on S.J. Res. 61, pp. 373-387
Ross	"Sex Discrimination and 'Protective' Labor Legislation," Ibid

V. Federalism

* Freeman	"The Legal Basis of the Caste System," Valparaiso L.R., pp. 202-225 (henceforth VLR)
* Eastwood	"The Double Standard of Justice," Ibid.
* Seidenberg	"The Federal Bar v. The Ale House War," Ibid.
* _____	Reed v. Reed, 11-19-71 (advance sheets of Supreme Court Reports at Lake Forest College Library)

VI. The Congress

* Mink	"Federal Legislation to End Discrimination Against Women,"
* Lamson	Sections on Senator Smith, Congresswomen Bolton, Griffith, Mink, and Heckler
* Griffith	"Women and Legislation," Voices...
* Gehlen	"Women in Congress," Transaction (October, 1969)

VII. The Executive Branch

* Lamson	Sections on Esther Peterson and Ambassadress Anderson
* _____	"A Matter of Simple Justice: Report of the President's Task Force on Women's Rights and Resonsibilities," Hearings, pp. 754-792

VIII. The Judiciary

* Mason	"The Case of the Overworked Laundress," Quarrels...
* Freeman	"Legal Basis," VLR

• Siedenberg	"Federal Bar v. Ale House War," VLR
• Lamson	Section on Judge Motley
Schulder	"Does the Law Oppress Women?" Sisterhood is Powerful

IX. Political Parties and the Electorate

• Amundsen	"Sexist Ideology and Its Victims in American Politics," unpublished paper to be distributed
• Lansing	"Sex Differences in Voting and Activism," unpublished paper to be distributed

X. Interest Groups

• Farrell	"Women's and Men's Liberation Groups," unpublished paper to be distributed
• Freeman	"The Women's Liberation Movement: Its Origins, Structures, and Ideas," Hans Peter Drietzel, Recent Sociology IV: 1972
• Pullen	"The Educational Establishment: Wasted Women," Voices...
• Bird	"The Androgynous Life," Ibid.
• Daly	"Towards Partnership in the Church," Ibid.

XI. Public Policy and Public Opinion

• Freeman	"Legal Basis of the Caste System," VLR, pp. 225-236
• Amundsen	Chapter 8
• Thompson	"Forecast for Feminism," Voices...
• Glassman	"Women and the Welfare System," Sisterhood...
Schnall	"Women in the Military," Ibid.
Emerson et al.	"The Equal Rights Amendment," The Yale Law Journal, Volume 80, no. 5 (April 1971) available at LPC

Requirements

1. Keep a folder on materials which you think pertain to the course. Indicate where, in the syllabus, the material belongs, and why you included it. The materials might be clippings from newspapers and magazines, book reviews, or any other sources.

2. A report, either oral or written. Some suggested topics:

Historiography of the First Feminist Movement
Women's Interest Groups
Study of a Feminist Leader
The ACLU and Women's Rights Cases
Marxism and Feminism
The Politics of Day Care
The Equal Rights Amendment
Women in Local Politics
Feminism and Ethnic Politics

University of Massachusetts, Amherst

WINTERSESSION (Jan. 1977) through Continuing Education:

WoSt 190Q Lives in Tension — Arlene Ryan/Dale Melcher
weekdays 1:00-3:00

Historically women have been an integral part of American movements for social change. On a political level they have been asked to put aside attention to women's condition in order to avoid jeopardizing a political cause; on a personal level patriarchal attitudes, even within movements for social change, restrict the range of activitiy & personal freedom of women. Using the autobiographical writings of Emma Goldman, Ida B. Wells & Agnes SMedley, the course examines their reasons for becoming activists in a particular political movement. For example, in what ways was their attraction to these movements a function of their own consciou sness as women, as well as of their race, class or ethnic background? Once involved in such movements, how was their sense of themselves as women changed, & what tension emerged as a result of these changes? The course explores the exact nature of the conflict, when it arises, between an analysis of women's oppression & the more general analysis of a people's oppression. Readings: Emma Goldman, Living My Life, vols. 1 & 2; Alix Shulman, ed., Red Emma Speaks; Ida B. Wells, Crusade for Justice; Gerda Lerner, ed., Black Women in White America; Agnes Smedley, Daughter of Earth.. Requirements: written project.

Joan C. Borod
Psychology

Case Western Reserve University
Summer, 1973

PSYCHOLOGY OF WOMEN AND ACQUISITION OF SEX DIFFERENCES

I. INTRODUCTION TO RESEARCH METHODOLOGY

Carlson, R. Understanding women: Implications for personality theory and research. Journal of Social Issues, 1972, 28:2, 17-32.

Weisstein, N. Kinder, Kuche, Kirche as scientific law... Psychology constructs the female or the fantasy life of the male psychologist. Boston: New England Free Press, 1968.

II. DIFFERENTIAL PSYCHOLOGY

A. The Psychology of Individual Differences

1. Group versus individual differences
2. Statistical analysis
   a. Descriptive and inferential statistics
   b. Statistical significance
3. Research design
   a. Strategies
   b. Reliability and validity
   c. Difficulties in research on sex differences

Anastasi, A. Differential psychology: Individual and group differences in behavior. Toronto: MacMillan Co., 1958, pp. 8-22 & 23-56.

Tyler, L. The psychology of human differences. New York: Appleton-Century-Crofts, 1965, pp. 500-508, & 17-37.

B. Sex Differences

1. Neglect of sex differences in psychological research
2. Methodology: overlapping index, variability, etc.
3. Biological and cultural factors: the interaction

Anastasi, op. cit., pp. 452-469.

Garai, J.E., & Scheinfeld, A. Sex differences in mental and behavioral traits. Genetic Psychology Monographs, 1968, 77, 246-268.

Tyler, L., op. cit., pp. 239-260 & 264-266.

C. Assessment of Sex Differences

1. Attitudinal measurement of sex-role stereotypes
   a. Masculinity/Femininity scales and observer ratings
   b. Critique of the validity and reliability of these methods

Anastasi, op. cit., pp. 488-492.

Mischel, W. Sex typing and socialization. In P.N. Mussen (Ed.), Carmichael's manual of child psychology: Volume II, NY: Wiley and Sons, 1970, pp. 4-18.

Tyler, op. cit., pp. 260-264.

2. Behavioral assessment of early sex-role development
   a. Is there a critical period for sex-role development???
   b. Sex differences in these behaviors:
      1.) Response to stimulation
      2.) Attachment
      3.) Vocalization
      4.) Response to mother
      5.) Style of play
      6.) Exploratory behavior
      7.) Effectance behavior
   c. Validity and reliability of these studies

Bronson, W. Exploratory behavior of the 15-month-old infant in a novel situation. Paper presented at Society for Research in Child Development, Minneapolis, April, 1971.

Goldberg, S., & Lewis, M. Play behavior in the year-old infant: early sex differences. Child Development, 1969, 40, 21-31.

Lewis, M. Sex-stereotypic behavior in infants: An analysis of socio-personal relationships. School Review, in press, 1-16.

Mussen, P.H. Early sex-role development. In N. Reeves (Ed.), Womankind: Beyond the stereotypes. Chicago: Aldine-Atherton, 1971, pp. 393-398.

D. Special Topic: Sex Differences in Cognitive Abilities as Related to Hemispheric Processing

Maccoby, E. Sex differences in intellectual functioning. In E. Maccoby (Ed.), The development of sex differences, Stanford: Stanford University Press, 1966, pp. 25-55.

III. PSYCHOLOGICAL APPROACHES TO THE ACQUISITION OF SEX-ROLE BEHAVIORS
   A. Physiology
      1. Hormonal-feedback system
         a. Endocrine glands
         b. Brain: hypothalamus and the anterior pituitary
         c. Gonadatrophic hormones: androgen, estrogen, progesterone
      2. Measurement of hormonal levels

Hamburg, D., & Lunde, D. Sex hormones in the development of sex differences in human behavior. In Maccoby, op.cit., pp. 1-24.

      3. Testosterone and aggressive behavior
         a. Explanation of the "bisexuality hypothesis"
            1.) neurological organization
            2.) behavioral activation
         b. Early sex differences in monkeys, guinea pigs, & hamsters

Harlow, H. The heterosexual affectional system in monkeys. American Psychologist, 1962, 17, 1-9.

Paup, D., Coniglio, L., & Clemens, L. Masculinization of the female golden hamster by neonatal treatment with androgen or estrogen. Hormones and Behavior, 1972, 3:2, 123-131.

Phoenix, C., Goy, R., Gerall, A., & Young, W. Organizing action on prenatally administered testosterone propionate on the tissues mediating mating behavior in the female guinea pig. In R. Whalen (Ed.), Hormones and Behavior, NY: Van Nostrand Reinhold Co., 1967, pp. 161-181.

c. Hormonal versus learning explanations of sex-roles
   1.) The androgenital syndrome
   2.) Hermaphroditism & sex of assignment by parents

Erhardt, A., Epstein, R., & Money, J., Fetal androgens and female gender identity in the early-treated androgenital syndrome. Johns Hopkins Medical Journal, 1968, 122, 160-167.

Hampson, J. L. Determinants of psychosexual orientation. In F. Beach (Ed.), Sex and behavior, NY: Wiley & Sons, 1965, 108-132.

Young, W., Goy, R., & Phoenix, C. Hormones and sexual behavior. Science, 1964, 143, 215-216.

Money, J., Hampson, J. G., & Hampson, J. L. Imprinting and the establishment of gender role. Archives of Neurology and Psychology, 1957, 77, 333-336.

4. The menstrual cycle
   a. Physiology
   b. Relationship between endocrine levels and psychological states (emotional, cognitive, and behavioral responses)
      1.) Periods during cycle
      2.) Pregnancy
      3.) Menopause
      4.) Oral Contraceptives

Bardwick, J. Psychology of women: A Study of bio-cultural conflicts. New York: Harper & Row, 1971, Chs. 2,5.

Francois, J., & Leuven, M. Sexual evaluation of female athletes. Journal of Sports Medicine, 1973, 3:4, 5-11.

Harris, D. V., Women in sports: Some misconceptions. Journal of Sports Medicine, 1973, 3:4, 15-17.

Scarf, M. He and she: The Sex hormones and behavior. The New York Times Magazine, 1972, 30-107.

Sherman, J. On the psychology of women: A Survey of empirical studies. Springfield, Ill.: C. C. Thomas, 1971, Chs. 1, 7, 9, 11.

Ramey, E. Men's cycles. Ms., 1972, 1:1, 8-15.

B. Psychoanalytic Theory
1. The Freudian theory of identification
2. Critique of the theory
3. Experimental attempts to validate the theory

Bardwick, op. cit., Ch. 4 (Psychoanalytic Theory).

Blum, G. S. A study of the psychoanalytic theory of psychosexual development. In D. L. Schaeffer (Ed.), Sex differences in personality: Readings, Belmont, California: Brooks/Cole Publishing Company, pp. 22-40.

Bronfenbrenner, U. Freudian theories of identification and their derivatives. Child Development, 1960, 31, 15-29.

Deutsch, H. Psychology of women. NY: Grune & Stratton, 1944.

Freud, S. The psychology of women. In New Introductory Lectures on Psychoanalysis, NY: Norton, 19-3, pp. 153-185.

Freud, S. Some psychological consequences of the anatomical distinctions between the sexes. In Schaeffer, op. cit., pp. 11-21.

Firestone, S. Dialectic of Sex. NY: William Morrow and Co. 1970, Ch. 3 (Freudianism, the misguided feminism).
Hall, D. A modest confirmation of Freud's theory of a distinction between the superego of men and women. In D.L. Schaeffer, op. cit., pp. 79-82.
Millett, K. Sexual politics. NY: Doubleday, 1970, Ch. 4, B.
Sherman, J., op. cit., Chs. 3, & 4.

C. Identification Theory
1. Kagan's theory
2. Cognitive dissonance reduction
3. Is there consistency in sex-role behavior?
4. Validation of the sex-labeling phenomenon in children

Kagan, J. Acquisition and significance of sex-typing and sex-role identity. In M. L. Hoffman & L. W. Hoffman (Eds.), Review of child development research: Volume I, NY: Russell Sage Foundation, 1964, pp. 137-168.
Kagan, J. The child's sex-role classification of school objects. Child Development, 1964, 35, 1051-1056.

D. Cognitive-developmental Theory
1. Kohlberg's theory of sex-role development
2. Competency drive (?)
3. Cognitive consistency strivings

Kohlberg, L. A Cognitive-developmental analysis of children's sex-role concepts and attitudes. In Maccoby, op. cit., pp. 82-172.

E. Learning Theory
1. Social Learning theory explanation of imitation/modeling according to Bandura and Mischel
   a. Observation learning
   b. Vicarious & Symbolic conditioning
   c. Self-reinforcement
   d. Generalization
   e. Model characteristics

Mischel, W. Sex typing and socialization. In Mussen, op. cit., pp. 18-60.
Wolf, T. A "field" experiment of live modeled sex-inappropriate behavior. Paper presented at EPA, Boston, 1972.

2. Operant conditioning theory
   a. Gewirtz and Stingle: generalized imitation response class as the basis for imitation
   b. Comparison of Bandura's social learning theory with G. & S.

Bandura, A. Analysis of modeling process. In A. Bandura (Ed.), Psychological modeling: Conflicting theories. NY: Aldine-Atherton, 1971, pp. 1-63.
Gewirtz, J., & Stingle, K. Learning of generalized imitation as a basis for identification. Psychological Review, 1968, 75:5.

F. Interpretation of imitation in light of psychoanalytic and social learning theory

1. Topics: resolution of the "Oedipal crisis," moral development, inferiority of women (?), identification with parents, characteristics of the model which enhance imitation...
2. An alternative paradigm (Lynn, 1966)

Lynn, D. B. The process of learning parental and sex-role identification. In Schaeffer, op. cit., pp. 41-49.

IV. THE PSYCHOPATHOLOGY OF WOMEN OR OPTIONS FOR WOMEN

A. The Psychopathology of Women

1. Statistics
2. Theory
3. Treatment

Chesler, P. Women as psychiatric and psychotherapeutic patients. Journal of Marriage and the Family, 1971, 746-759.

Chesler, P. Women and madness. NY: Doubleday & Co., 1972.

Broverman, I., Broverman, D., Clarkson, F., Rosenkrantz, P., & Vogel, S. Sex-role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 1970, 34:1, 1-7.

Fitzgerald, L. E., & Harmon, L. W. Counseling Women. The Counseling Psychologist, 1973, 4:1 (Whole Issue).

Plath, S. The Bell Jar, NY: Harper & Row, 1971.

B. The So-called Inferiority of Women as Perceived by Children, College Students, Therapists, etc.

Brown, D. G. Masculinity-feminity development in children. Journal of Consulting Psychology, 1957, 21:3, 197-202.

Broverman, I., Vogel, S., Broverman, D., Clarkson, F., & Rosenkrantz, P. Sex-role stereotypes: A Current appraisal. The Journal of Social Issues, 1972, 28:2, 59-78.

McBrayer, C. T. Differences in the perception of the opposite sex by males and females. In D. L. Schaeffer, op. cit., 56-61.

Rossi, A. Equality between the sexes: An Immodest proposal. In R. J. Lifton (Ed.), The Woman in America, Boston: Beacon Press, 1965, pp. 98-144.

Tyler, op. cit., pp. 266-272.

C. Low Self-esteem and Self-concept in Women

Goldberg, P. Are women prejudiced against women? In Schaeffer, op. cit., pp. 62-66.

Steinman, A., Levi, J., & Fox, D. Self-concept of college women compared with their concept of ideal woman and man's ideal woman. Journal of Counseling Psychology, 1965, 11:4, 370-374.

D. Avoidance of Success: Low Achievement Motication in Women

1. Matina Horner's Theory
2. Validation of the construct: behavioral indices, sex-role orientation, etc.

Horner, M. Toward an understanding of achievement related conflicts in women. Journal of Social Issues, 1972, 28:2, 157-176.

Horner, M. Femininity and successful achievement: A Basic inconsistency. In J. Bardwick (Ed.), Feminine personality and conflict, Belmont, Calif.: Brooks/Cole Publishing Co., 1970, pp. 45-76.

Makosky, V. Fear of success, sex-role orientation of the task, and competitive condition affecting women's performance in achievement-oriented situations. Paper presented at MPA, Cleveland, Ohio, 1972.

Morgan, S., & Mausner, B. Behavioral and fantasied indicators of avoidance of success in men and women. Paper presented at EPA, Boston, 1972.

E. Feminism

Cherniss, C. Personality and ideology: A personological study of women's liberation. Psychiatry, 1972, 35:2, 109-125.

Chesler, op. cit., Ch. 9 (Feminists).

Gornick, V. What are women really like: in search of feminist sensibility. Village Voice, 1973, 28:22, p. 21.

Firestone, op. cit., Ch. 2 (On American feminism).

Lipman-Blumen, J. How ideology shapes women's lives. Scientific America, 1972, 24-42.

Muniz, A. L. Femininity and feminism. Psychiatric Opinion, 1972, 9:5, p. 33 (plus Nigro's comment on page 35).

Rice, J. K., & Rice, D. G. Implications of the Women's Liberation Movement of psychotherapy. American Journal of Psychiatry, 1973, 130:2, 191-196.

F. Lesbianism

Abott, S., & Love, B. Sappho was a right-on woman. New York: Dean, 1973, especially Ch. 6 (Feminism and lesbianism).

Bengis, I. Combat in the erogenous zone. NY, 1972, Ch. 2.

Chesler, op. cit., Ch. 7 (Lesbians).

Kelley, J. Sister love... Family Coordinator, Oct. 1972.

Loney, J. Background factors, sexual experiences, and attitudes towards treatment in two "normal" homosexual samples. Journal of Consulting and Clinical Psychology, 1972, 38:1, 59-65.

Poole, K. The etiology of gender identity and the Lesbian. The Journal of Social Psychology, 1972, 87, 51-57.

Johnston, J. Lesbian nation. NY: Simon and Schuster, 1973.

Radicalesbians. Woman identified woman. Reprint, 1970.

COURSE REQUIREMENTS

1. SEMINAR PRESENTATION:
Topics chosen by students from or related to syllabus material
Presentation can take any form student desires
Additional material introduced during seminar is optional
Student and Joan will meet 2 meetings prior to seminar presentation to discuss format, readings, etc., in order to make extra assignments or hand out study questions to the class prior to presentation.

2. JOURNAL (an attempted synthesis of the subjective and objective, the personal with the public):
The journal should be an integration of reactions to the reading material, class presentations, class discussions with personal experience and reflection; information relevant to issues raised in the course, e.g. gleaned from the media, outside reading, past classes, lectures, films, etc., should be included when pertinent and illuminating. It should include:
(1) in the beginning.... reasons for taking this class; expectations for the course; goals; questions you'd like to see dealt with and/or answered and suggestions as to how this would be possible.
(2) at least one critical analysis of one experimental study each time the journal is submitted, i.e. 3 such evaluations incorporated in your complete journal (minimum length - 1/2 page). Write at least 3 pages per week, i.e. 18 minimum pages for the whole summer. Turn in every two weeks on Friday by 10:00 a.m. in order to insure Monday feedback.

3. CLASS PARTICIPATION:
That is, any way through class discussion that you can indicate verbally (or nonverbally, I suppose) that you have done the majority of the reading.

Dr. Marlowe

Manhattan Community College
City University of New York

PSYCHOLOGY OF WOMEN

Prospectus:

This course considers the shaping of the feminine personality in contemporary American society. It begins with the "ideal" family and studies the socialization processes that prepare women for culturally defined sex roles.

Throughout development, children are exposed to institutional as well as interpersonal influences imparting images and identities: e.g. schools and mass media. Within these agencies, explanations are offered as to why the current structures exist: rewards and punishments for conforming and deviant behavior perpetuate them. Such explanations require searching examinations, as does the justification for (and alternatives to) existing goals.

Since one goal of this course is to increase the participation of women in society, some activity projects will be used as instruction devices. The course lends itself to socio-dramatic techniques, commitment training through practice, and independent exploration.

I. Power Relationships in the Family

a. The neolocal, nuclear, conjugal family
b. Other kinds of families
c. The economic worth of children
d. Infanticide and sex preferences

Readings: Green, Marx, Laws, Sampson, Sechehaye
Projects: Being a brother, son, father (sociodrama)

II. Archetypes and Roles

a. Mythical conceptions
b. Cultural configurations
c. Women as objects; women as subject
d. Caste and class

Readings: Broverman (MH), DeBeauvoir, Friedan, Hacker, Hays, Janeway, Montagu, Shainess(I), Trilling
Projects: Museum visits--art, historical, anthropological

III. Socialization

a. Media images
b. Formal and informal education
c. Training for incompetence and failure
d. Occupational aspiration and choice

Readings: Bem & Bem, Benedict, Gardner, Horner, Komarovsky, Lifton, Mead, Uhnak, Weisstein, Vogel
Projects: Independent Study--media programs and advertisements, school readers and texts, career survey

a. Definition of personality traits
b. Gender
c. Women in Groups
d. Sexual Weaponry

Readings: Bird, Brothers, Broverman(CS), DeMartino, Horney, Schwarz, Tiger
Projects: Self-study--image, concept, ideal

V. Alternatives

a. Personality and life style
b. The marital state
c. Do women have human rights?
d. Are men ready for androgeny?

Readings: Colebrook, Fairchild, Harbeson, Maslow, Newland, Rollin, Shainess(A)
Projects: Rewriting an autobiography; Breaking norms by role-reversal

Source Materials:

Goslin (ed.) Handbook of Socialization: Research and Theory
Patai (ed.) Women in the Modern World

Reports: President's Commission 1963; Governor's Committee (NY) 1964;
President's Task Force 1970

Magazines: Cosmopolitan; Ladies Home Journal; Playboy

Reprints:

Bem & Bem, Training the Woman to Know Her Place; Benedict, Continuities and Discontinuities in Cultural Conditioning; Broverman, Sex-Role Stereotypes and Clinical Judgments of Mental Health; Broverman, Sex-Role Stereotypes and Self-Concepts in College Students; Gardner, Sesame Street and Sex-Role Stereotypes; Hacker, Women as a Minority Group; Horner, Why Bright Women Fail; Janeway, The Subordinate Sex; Komarovsky, Cultural Contradictions and Sex Roles; Laws, Social Psychology of Women; Rollin, Motherhood: Who Needs it?; Shainess, Abortion is no Man's Business; Shainess, Image of Women; Trilling, Female Biology in a Male Culture; Vogel, Family Size and Sex-Role Stereotypes; Weisstein, Woman as Nigger

Paperbacks:

Bird, Born Female; Brothers, Woman; Colebrook, The Cross of Lassitude; DeBeauvoir, The Second Sex; DeMartino, Sexual Behavior and Personality Characteristics; Fairchild, Women, Society and Sex; Friedan, The Feminine Mystique; Green, I Never Promised you a Rose Garden; Harbeson, Choice and Challenge; Hays, The Dangerous Sex; Horney, Feminine Psychology; Lifton, Woman in America; Marx, et. al., The Woman Question; Maslow, Toward a Psychology of Being; Mead, Male and Female; Montagu, The Natural Superiority of Women; Newland, Myself and I; Sampson, The Psychology of Power; Schwarz, The Psychology of Sex; Sechehaye, Autobiography of a Schizophrenic Girl; Tiger, Men in Groups; Uhnak, Policewoman

Jennie Farley
Rural Sociology

Cornell University
Spring 1971

SOCIOLOGY OF THE FEMALE LABOR FORCE

Required Texts: Women's Bureau, Dept. of Labor, 1969 Handbook Thompson, M.L. (ed.) Voices of the New Feminism; Cade, T. (ed.) The Black Woman: An Anthology; Smith, P., Daughters of the Promised Land.

Packet of Readings:
Barry, H., "Cross-Cultural Perspectives..."
Bem, S. & D., "Sex-Segregated Advertisements..."
Bem, S. & D., "Training the Woman..."
Broverman, "Family Size & Sex Role Stereotypes"
Chisolm, S., "The 51% Minority"
Horner, M., "Why Bright Women Fail"
Laws, J. L., "Social Psychology of Women..."
Rawalt, M., "Legal Arguments for Equal Rights"
Scott, A., "The Half-Eaten Apple"
Fact Sheet on the Earnings Gap
Sixteen Reports on Status of Women

Suggested Texts: Morgan, Robin, Sisterhood is Powerful
Lewis, Edwin, Developing Woman's Potential
Bird, Caroline, Born Female
Lifton, R. J., The Woman in America
Friedan, Betty, The Feminine Mystique
Epstein, C. F., Woman's Place
Nye & Hoffman, The Employed Mother in America

I. Women's Work in American Society

Feb. 2	Introduction & Overview "Fact Sheet on the Earnings Gap" Rossi, "Sex Equality... in Thompson	(Farley)
Feb. 4	Historical Perspective Smith. Chapters 3, 4 Cowley, "Pioneers..." in Thompson Miller & Coghill, "Sex and the Personal Manager..."	(Miller)
Feb. 9.	Women in the Professions Sixteen Reports on Status of Women	(Gardner)
Feb.11.	Employment Discrimination & the Law Readings: To be assigned	(Lecturer to be announced)
Feb.16.	"Blue Collar" Women Keller, "American Lower Class Family.."	(A. Cook)
Feb.18.	Summary Chisholm, "The 51% Minority" Koontz, "Women as Minority" in Thompson	

II. Social-Psychological Factors Affecting Women's Participation in the Workforce

Feb. 23.	Socialization to Work Roles Maccoby, Dev. of Sex Differences, Chap. 1	(Osofsky)

Feb. 25	Vocational Choices of College Women Horner, "Why Bright Women Fail" Farley, "Graduate Women: Career..."	(Gaffney)
Mar. 2	Women in Science Rossi, "Women in Science: Why So Few?" Solomon, "Mobility of Academic Scientists"	(Solomon)
Mar. 4	Women's Use of Law as Tool Rewalt, "Legal Arguments..."	(C. Cook)
Mar. 9	Entry into the Workforce Readings: To be assigned	(Egner)
Mar. 11	Education for Re-entry Samson, "Report on Continuing Education" Likert, "Conversations with Returning Women: Farley, "Women Going Back to Work"	(Samson)
Mar. 16	Division of Labor in Families Walker, "Time-Use Patterns for Household Work" Walker, "Time Used by Husbands for Household Work"	(Walker)
Mar. 18	Wife's Working & Marital Relationships Shea, Spitz, and Zeller, Dual Careers, Chapts. 1 & 6 (R)	(Kaufman)
Mar. 25	Summary Bem, "Training the Woman" Mainardi, "The Politics of Housework" in Morgan Graham, "Women in Academe"	(Farley)

III. Prospects for Change in the Female Labor Force

Apr. 6	Economic Effects of Women's Entry into the Workforce "Woman's Place in the Workforce," Vol. 2, No. 1 of Issues in Industrial Society (available in Warren Hall 119)	(R. Spitz)
Apr. 8	Fertility Control & Female Employment Stycos & Weller, "Female Working Roles & Fertility"	(Francis)
Apr. 13	Societal Resistance to Change in Female Role Readings: To be assigned	(Camhi)
Apr. 15	Male-Female Relations in the Workplace Rossi, "An Immodest Proposal" in Lifton Whyte, "Social Structure of a Restaurant"	(Tobias)
Apr. 20	"Men's Jobs and Women's Jobs" Barry, "Cross-Cultural Perspectives" Leathers, "Female Labor Force in Canada" Bird, Born Female, Chapter 4	(Leathers)
Apr. 22	Working Women and Day Care Ruderman, Child Welfare	(Henry)
Apr. 27	Job Mobility of Welfare Women Readings: To be assigned	(Feldman)
Apr. 29	Changing Status of Professional Women Readings: To be assigned	(Carry)
May 4	Women in Academic Life Scott, "The Half-Eaten Apple" Pullen, "The Educational Establishment"in Thompson	(Farley)
May 6	Black Women's Work in America Linda La Rue, "Black Liberation & Women's Lib" Murray, "Liberation of Black Women" in Thompson	(La Rue)
May 11	Female Studies & Women's Status Laws, J. L., "Social Psychology of Women"	(Farley)
May 13	Summary: Smith, Chap. 22 "The Future of Women"	

Diane F. Kravetz
School of Social Work

University of Wisconsin, Madison
1973-1974

SEXISM AND SOCIAL WORK PRACTICE

This course will examine the literature, research, and theory related to sexism. We will concentrate on those factors most relevant for social work practice.

Texts: Garskof, M. Roles Women Play: Readings Toward Women's Liberation (Brooks/Cole, 1971).
Gornick, V. and Moran, B. Woman in Sexist Society (Signet, 1971).

Each student will be responsible for investigating an aspect of sexism as it affects social work practice. This can be some aspect of (1) social work education; (2) social work as a profession; (3) agency policy or practices; (4) social work interventions with specific target systems.

The project can be based on observation of behavior, interviews, agency records, written information, etc. Each student must choose a topic by 3rd week of the semester. A review of the relevant literature is due the 8th week. Final paper is due the 15th week. It should include a literature review, description of chosen problem, observations and/or data, discussion, and implications - directions for change.

I. LANGUAGE AND MASS MEDIA

"Know Your Enemy: A Sampling of Sexist Quotes," in R. Morgan (ed.), Sisterhood is Powerful (Vintage, 1970), 31-6.
Miller, C. and Swift, K. "One Small Step for Genkind," New York Times Magazine (April 16, 1972).
Strainchamps, E. "Our Sexist Language," in V. Gornick and B. K. Moran (eds.), Woman in Sexist Society (Basic Books, 1971), 347-361. (Hereafter referred to as G and M.)
Embree, A. "Media Images I: Madison Avenue Brainwashing--The Facts," in Sisterhood is Powerful, 175-197.
Komisar, L. "The Image of Woman in Advertising," in G and M., 304-317.
Stannard, U. "The Mask of Beauty," in G and M., 187-203.
Sutheim, S. "The Subversion of Betty Crocker," Motive, 29 (1969), 43-47

II. DISCRIMINATORY LEGISLATION

Schulder, D. B. "Does the Law Oppress Women?" in Sisterhood is Powerful 139-157.
Seidenberg, F. A. "The Submissive Majority: Modern Trends in the Law Concerning Women's Rights," Cornell Law Review, 60 (January 1970), 262-77
Smith, M. "Money: Where Credit is Due," Ms. (October 1972).
Westin, J. "Divorce-Men in Revolt," True (May 1973).
"Why Not Disability Insurance for Housewives?" Capital Times (July 12, 1973).

[Ed. note: In this and subsequent sections, additional readings omitted for reasons of space.]

SEX ROLE SOCIALIZATION

Bardwick, J. and Douvan, E. "Ambivalence: The Socialization of Women," in G and M, 225-41.
Bem, S. and Bem, D. "Case Study of a Nonconscious Ideology: Training the Woman to Know Her Place," in D. J. Bem, Beliefs, Attitudes and Human Affairs (Brooks/Cole, 1970).
Garskof, M. Roles Women Play, Section II, 68-141.
Hacker, H. M. "The New Burdens of Masculinity," Marriage and Family Living (August 1957), 227-232.
Howe, F. "Sexual Stereotypes Start Early," Saturday Review (October 19, 1971).
Millman, M. "Observations on Sex Role Research," Journal of Marriage and the Family, 33(4) (1971), 772-6.

WOMEN AND WORK

_____."Women in the Professions: Five Short Personal Testimonies," in Sisterhood is Powerful, 62-85.
Epstein, C. "Encountering the Male Establishment: Sex-Status Limits on Woman's Careers in the Professions," in A. Theodore (Ed.), The Professional Woman (Schenkman Publishing Company, Inc., 1971).
Garskof, M. Roles Women Play, Section 1, 1-57.
Korda, M. "Male Chauvinism in the Office: An Hour-by-Hour Report," New York (January 22, 1973).
Levitin, T. E., Quinn, R. P., Staines, G. "Sex Discrimination Against the American Working Woman," American Behavioral Scientist, 15(2) (1971), 237-54

MARRIAGE AND THE FAMILY

Bernard, J. "The Paradox of the Happy Marriage," in G and M, 145-62.
Dixon, R. "Hallelujah the Pill?" Trans-Action (November/December, 1970).
Erlich, C. "The Male Sociologist's Burden," Journal of Marriage and the Family, 33(3) (1971), 421-30.
Gillespie, D. "Who Has the Power? The Marital Struggle," Journal of Marriage and the Family, 33(3) (1971), 445-58.
Goldman, E. "Marriage and Love," 1917, in W. Martin (Ed.,), The American Sisterhood (Harper and Row, 1972), 224-233.
Gough, K. "The Origin of the Family," Journal of Marriage and the Family, 33(4) (1971), 760-70.
Mainardi, P. "The Politics of Housework," in Sisterhood is Powerful, 447-54.

AGING

Bart, P. "Depression in Middle-Aged Women," in G and M, 163-86.
Bell, I. P. "The Double Standard," Trans-Action, 8 (1,2) (November/December, 1970).
deBeauvoir, S. "Joie de Vivre," Harpers (January, 1972).
Lewis, M. and Butler, R. "Neglected by Women's Lib--Why Elderly Females Need Help Against Discrimination," The National Observer, 11(31) (1972).
Moss, Z. "The Aging Woman," in Sisterhood is Powerful, 170-74.
Pineo, P. "Disenchantment in the Later Years of Marriage," in B. Neugarten (Ed.), Middle Age and Aging (University of Chicago Press, 1968).

Sontag, S. "The Double Standard of Aging," Saturday Review (September 23, 1972).
Wood, V. "The Plight of the Older Woman," Forum-Symposium on Aging, 2, 1972.

VII. THE PROFESSION OF SOCIAL WORK

Adams, M. "The Compassion Trap," in G and M, 555- 75.
Chafetz, J. "Women in Social Work," Social Work, 17(5) (1972), 12-18.
Kravetz, D. "Women Social Workers and Clients: Common Victims of Sexism," (unpublished manuscript).
Schwartz, M.C. "Sexism in the Social Work Curriculum," paper presented to the 19th Annual Conference of the Council on Social Work Education, 1973.
Scotch, B. "Sex Status in Social Work: Grist for Women's Liberation," Social Work, 16(3) (1971), 5-11.
Simpson, R. L. and Simpson, I. "Women and Bureaucracy in the Semi-Professions," in A. Etzioni (Ed.), The Semi-Professions and Their Organization (The Free Press, 1969), 196-247.
Wilson, E. "Society at Work: Women Together," New Society, 21(519) (September 14, 1972).
Women in Social Welfare - A Proposed NASW Policy Statement, Presented for consideration at the NASW Delegate Assembly, May, 1973.

Additional Readings

Davis, A. "Self-Concept, Occupational Role Expectations, and Occupational Choice, in Nursing and Social Work," in A. Theodore, The Professional Woman (Schenkman Publishing Company, 1971), 365-376.
Rosenblatt, A., et.al. "Predominance of Male Authors in Social Work Publications," in The Professional Woman, 103-118.
Tropman, J. "The Married Professional Social Worker," The Professional Woman, 525-35.

VIII. THERAPY

Broverman, I., Broverman, D., Clarkson, F., Rosenkrantz, P. and Vogel, S. "Sex-Role Stereotypes and Clinical Judgments of Mental Health," Journal of Consulting and Clinical Psychology, 34(1) (1970), 1-7.
Chesler, P. "Patient and Patriarch: Women in the Psychotherapeutic Relationship," in G and M, 362-92.
Kronsky, B. J. "Feminism and Psychotherapy," Journal of Contemporary Psychotherapy, 3 (1971).
Miller, J. B. "Psychological Consequences of Sexual Inequality," American Journal of Orthopsychiatry, 41(5) (1971), 767-75.
Rice, J. K. and Rice, D. G. "Implications of the Women's Liberation Movement for Psychotherapy," American Journal of Psychiatry, 130(2) (1973), 191-96.
Stevens, B. "The Psychotherapist and Women's Liberation," Social Work, 16(3) (1971), 12-18.
Weissman, M. "The Depressed Woman: Recent Research," Social Work, 17(5) (1972), 19-25.

Additional Readings

Agel, J. The Radical Therapist, Part III, "Women and Men" (Ballantine Books, 1971).
Chesler, P. Women and Madness (Doubleday and Company, Inc., 1972).

DIRECTIONS FOR SOCIAL CHANGE

Garskof. Roles Women Play, Section III.
Decter, M. "Toward the New Chastity," Atlantic (August, 1972).
Dixon, M. "The Restless Eagles: Women's Liberation 1969," Motive, 29 (6 and 7), pp. 18-23.
Farrell, W. "Men - Guidelines for Consciousness-Raising," Ms. (February, 1973).
Firestone, S. "On American Feminism," in G and M, pp. 665-686.
Gilder, G. "The Suicide of the Sexes," Harpers (July, 1973).
Goldberg and Rueger. "Men's Lib," Human Behavior (April, 1973).
Hawley, A. "A Man's View," Motive, 29, pp. 72-75.
Levine, S. "One Man's Experience (with CR)," Ms. (February, 1973).
Micossi, A. "Conversion to Women's Lib," Trans-Action (November/December, 1970), pp. 82-90.

APPENDIX G

NEEDS ASSESSMENT QUESTIONNAIRE AND RESULTS

Identifying Information (Check as appropriate)

____Student, ____Staff, ____Faculty, ____Other

____Male, ____Female

NEEDS ASSESSMENT

Opinion Survey on Establishing a Center for Women's Studies at Utah State University

I. The Women's Movement in the past ten years has generated thinking, action and argument concerning the roles of men and women in American society. Below are several future views of what the roles of the sexes may be in the period 1985-2000. Check the one (or more than one) which you view as most probable.

_____a. Resurgence of traditional and separate sex roles for men and women will result in a clear demarcation of man as breadwinner, woman as homemaker/mother/supporter. Mutual respect for each other in these very distinct roles.

_____b. A lack of job opportunities and a leisure society will impede the search by women for career opportunities. They will tend to be attracted back to the home for a career, and will find stimulus outside the home in volunteer and community affairs.

_____c. Increased conflict among the sexes for jobs and self-esteem will cause deterioration of the family structure; excessive government regulations in employment practices.

_____d. Expanding options will be available to both men and women who will seek legal assistance if necessary to secure equal opportunity. Increased awareness by society of the need for men and women to have productive, satisfying lives. A variety of lifestyles will be accepted.

_____e. Elimination of sex differences in clothing, hair style, occupational choice and behavior can be expected. Personality styles will project a unisex model.

II. Rate the present learning environment at Utah State University for its effectiveness in preparing young people for future sex roles as you view them.

Both men and women students are provided with:

a. Opportunities for learning, growth, and self-expression in:	Superior--Poor--Don't Know	
1) Scholarship	7 6 5 4 3 2 1	0
2) Creative Arts	7 6 5 4 3 2 1	0
3) Management and Leadership	7 6 5 4 3 2 1	0
4) Physical Skills	7 6 5 4 3 2 1	0
5) Use of Leisure Time	7 6 5 4 3 2 1	0
6) Overall Self Acualization	7 6 5 4 3 2 1	0

	Superior--Poor--Don't Know
b. The necessary skills and behaviors to become effective citizens:	
1) Participants in community decision making	7 6 5 4 3 2 1 0
2) Participants in state, national affairs	7 6 5 4 3 2 1 0
3) Successful spouses	7 6 5 4 3 2 1 0
4) Successful parents	7 6 5 4 3 2 1 0
c. Opportunities to explore widely, examine critically and change career direction:	7 6 5 4 3 2 1 0
d. Occupational choices which are open and encouraged in:	
1) Agriculture	7 6 5 4 3 2 1 0
2) Business	7 6 5 4 3 2 1 0
3) Education	7 6 5 4 3 2 1 0
4) Engineering	7 6 5 4 3 2 1 0
5) Family Life	7 6 5 4 3 2 1 0
6) HASS	7 6 5 4 3 2 1 0
7) Natural Resources	7 6 5 4 3 2 1 0
8) Science	7 6 5 4 3 2 1 0
9) USU Administration	7 6 5 4 3 2 1 0
10) Counseling Center	7 6 5 4 3 2 1 0
11) Placement Office	7 6 5 4 3 2 1 0
e. Adequate male and female role models for making career choices in:	
1) Agriculture	7 6 5 4 3 2 1 0
2) Business	7 6 5 4 3 2 1 0
3) Education	7 6 5 4 3 2 1 0
4) Engineering	7 6 5 4 3 2 1 0
5) Family Life	7 6 5 4 3 2 1 0
6) HASS	7 6 5 4 3 2 1 0
7) Natural Resources	7 6 5 4 3 2 1 0
8) Science	7 6 5 4 3 2 1 0
9) USU Administration	7 6 5 4 3 2 1 0
10) Counseling Center	7 6 5 4 3 2 1 0
11) Placement Office	7 6 5 4 3 2 1 0
f. Recognition of women and men with stature, success and accomplishment, past and present, as part of the curriculum in:	
1) Agriculture	7 6 5 4 3 2 1 0
2) Business	7 6 5 4 3 2 1 0
3) Education	7 6 5 4 3 2 1 0
4) Engineering	7 6 5 4 3 2 1 0

f. (cont'd)

	Superior--Poor--Don't Know
5) Family Life	7 6 5 4 3 2 1 0
6) HASS	7 6 5 4 3 2 1 0
7) Natural Resources	7 6 5 4 3 2 1 0
8) Science	7 6 5 4 3 2 1 0

III. The following statements are likely arguments against the establishment of a center for Women's Studies on campus. Please rate them according to how much you agree or disagree.

a. Existing courses and programs are adequate to accommodate women's studies.

Strongly Agree--Strongly Disagree--Don't know
7 6 5 4 3 2 1 0

b. A Women's Studies Center would be a reaction to a particular set of current pressures. As the pendulum swings back, such a program would become increasingly out of place.

7 6 5 4 3 2 1 0

c. Student enrollment in women's studies courses and programs is dropping

1) Nationally	7	6	5	4	3	2	1	0
2) At Utah State University	7	6	5	4	3	2	1	0

d. The amount of controversy surrounding the roles of women in contemporary society makes it inappropriate for academic attention.

7 6 5 4 3 2 1 0

e. As little substantial knowledge exists in the field of women's studies, it is inappropriate for academic attention.

7 6 5 4 3 2 1 0

f. It will be years before enough research has been done in this area to incorporate new material about women into the existing curriculum.

7 6 5 4 3 2 1 0

g. The concerns which such a center would address are those of a small but vocal minority only and therefore would not serve a population large enough to justify its existence.

7 6 5 4 3 2 1 0

h. Given the lack of resources available for existing programs, such a center would create a strain on existing funds and jeopardize present programs.

Strongly Agree--Strongly Disagree--Don't Know
7 6 5 4 3 2 1 0

IV. a. If a Women's Center were established, funding should come from

_____1) Provost's Office
_____2) A college
_____3) A department
_____4) Should be self-sustaining

b. If a Women's Center were established, would you be likely to use its resources and services in your teaching/learning experiences:

_____1) Yes
_____2) Possibly
_____3) No

V. Do you have additional comments at this time?

_____

_____

_____

_____

_____

_____

_____

_____

SUMMARY OF RESPONSES FROM NEEDS ASSESSMENT QUESTIONNAIRE IN WOMEN'S STUDIES

f = frequency

$\bar{X}$ = weighted mean

* - "Don't Know" 25 - 49% of respondents

** "Don't Know" $\geq$ 50% of respondents

† - includes only sociology students, HASS faculty, and selected women

I. The Women's Movement in the past ten years has generated thinking, action and argument concerning the roles of men and women in American society. Below are several future views of what the roles of the sexes may be in the period 1985 - 2000. Check the one (or more than one) which you view as most probable.

	Sociology 101 Students N=37 f	HASS Faculty N=45 f	Selected Women On Campus N=25 f	Sociology 438 Students N=21	Total† N=107	Ranking
a. Resurgence of traditional and separate sex roles for men and women will result in a clear demarcation of man as bread-winner, woman as homemaker/mother/sup-porter. Mutual respect for each other in these very distinct roles.	1	3	0	1	4	5
b. A lack of job opportunities and a leisure society will impede the search by women for career opportunities. They will tend to be attracted back to the home for a career, and will find stimulus outside the home in volunteer and community affairs.	6	10	2	2	18	3
c. Increased conflict among the sexes for jobs and self-esteem will cause deterior-ation of the family structure; excessive government regulations in employment practices.	18	18	2	5	38	2
d. Expanding options will be available to both men and women who will seek legal assistance if necessary to secure equal opportunity. Increased awareness by society of the need for men and women to have productive, satisfying lives. A variety of lifestyles will be accepted.	23	37	24	20	84	1

	Sociology 101 Students N=37 f	HASS Faculty N=45 f	Selected Women On Campus N=25 f	Sociology 438 Students N=21 f	Total+ N=107	Ranking
e. Elimination of sex differences in clothing, hair style, occupational choice and behavior can be expected. Personality styles will project a unisex model.	6	3	4	3	13	4

II. Rate the present learning environment at Utah State University for its effectiveness in preparing young people for future sex roles as you view them.

Both men and women students are provided with:

a. Opportunities for learning, growth, and self-expression in:

	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
1. Scholarship	5.00	5.21	4.83	3.67	5.05	2
2. Creative Arts	5.07*	5.60	4.50	4.42	5.18	1
3. Management and Leadership	4.55	4.21	3.18	2.89	4.08	6
4. Physical Skills	4.90	4.90	4.05	3.81	4.70	4
5. Use of Leisure Time	5.03	4.74	4.57	3.88	4.80	3
6. Overall Self Actualization	4.81	4.49	3.60	3.50	4.40	5

b. The necessary skills and behaviors to become effective citizens:

1. Participate in community decision making	4.07	4.32	3.05	3.33	3.95	3
2. Participants in state, national affairs	3.87	3.84	2.60	3.50	3.57	4
3. Successful spouses	4.65	4.32	3.63	3.78	4.29	1
4. Successful parents	4.45	4.37	3.68	3.89	4.24	1

	Sociology 101 Students N=37 $\bar{X}$	HASS Faculty N=45 $\bar{X}$	Selected Women On Campus N=25 $\bar{X}$	Sociology 438 Students N=21 $\bar{X}$	Total N=107	Ranking
c. Opportunities to explore widely, examine critically and change career direction.	4.94	4.27	3.25	3.29	4.28	1
d. Occupational choices which are open and encouraged in:						
1. Agriculture	4.83	3.97*	3.05	3.50	4.05	10
2. Business	5.39	4.84	4.20	4.69*	4.90	4
3. Education	5.38	5.67	5.38	5.53	5.51	1
4. Engineering	4.48*	4.47	4.00	2.82	4.36	8
5. Family Life	4.73	5.43	4.65	5.21	4.99	3
6. HASS	4.68*	5.41	4.37	4.40*	5.00	2
7. Natural Resources	4.78	4.40	3.95	3.89	4.43	6
8. Science	4.52	4.63	3.86	3.11	4.40	7
9. USU Administration	4.44*	3.39*	2.26	2.44*	3.45*	11
10. Counseling Center	4.36*	4.79*	4.16	3.83	4.49*	5
11. Placement Office	4.33*	4.33*	3.40*	3.13*	4.13*	9
e. Adequate male and female role models for making career choices in:						
1. Agriculture	4.58*	2.73**	1.70	2.25*	3.11*	10
2. Business	4.88	4.35*	2.65	3.18	4.09*	5
3. Education	5.33	5.50*	4.04	4.22	5.06	1
4. Engineering	4.52*	3.09**	1.95	2.19*	3.26*	9

	Sociology 101 Students N=37 $\bar{X}$	Hass Faculty N=45 $\bar{X}$	Selected Women On Campus N=25 $\bar{X}$	Sociology 438 Students N=21 $\bar{X}$	Total N=107 $\bar{X}$	Ranking
e. Continued						
5. Family Life	5.25	5.39*	4.29	3.95	5.05*	2
6. HASS	5.00**	5.16	3.79	3.41	4.80*	3
7. Natural Resources	4.71	3.38*	2.45	2.50*	3.63*	8
8. Science	4.83	3.56*	2.81	2.12	3.84*	7
9. USU Administration	4.28*	3.07*	1.73	1.59	3.06*	11
10. Counseling Center	4.65*	4.48*	3.73	3.50	4.34*	4
11. Placement Office	4.57*	4.04*	2.80*	2.27*	3.94*	6
f. Recognition of women and men with stature, success and accomplishment, past and present, as part of the curriculum in:						
1. Agriculture	4.04*	3.06**	2.09**	3.08*	3.34**	8
2. Business	4.80	3.96*	2.67*	3.57*	4.11*	4
3. Education	5.17	5.00*	4.13*	4.87*	4.89*	1
4. Engineering	3.86*	3.56**	2.33*	2.46*	3.45*	7
5. Family Life	4.71*	5.64*	3.67*	4.71	4.88*	2
6. HASS	4.42*	5.08	3.25*	3.86*	4.59*	3
7. Natural Resources	4.42*	4.00**	2.00**	2.92*	3.83**	6
8. Science	4.59*	3.81**	2.58*	2.64*	3.92**	5

	Sociology 101 Students N=37 $\bar{X}$	HASS Faculty N=45 $\bar{X}$	Selected Women On Campus N=25 $\bar{X}$	Sociology 438 Students N=21 $\bar{X}$	Total N=107 $\bar{X}$	Ranking
III. The following statement are likely arguments against the establishment of a center for Women's Studies on campus. Please rate them according to how much you agree or disagree.						
a. Existing courses and programs are adequate to accommodate women's studies.	5.35	4.03	2.55	2.10	4.16	1
b. A Women's Studies Center would be a reaction to a particular set of current pressures. As the pendulum swings back, such a program would become increasingly out of place.	4.37	4.24	3.09	1.58	4.02	2
c. Student enrollment in women's studies courses and programs is dropping:						
1. Nationally	3.16*	3.58**	2.07*	1.57*	2.93**	5
2. At Utah State University	3.29*	3.08**	1.94*	1.63*	2.80**	6
d. The amount of controversy surrounding the roles of women in contemporary society makes it inappropriate for academic attention.	3.38	2.31	1.21	1.45	2.39	9
e. As little substantial knowledge exists in the field of women's studies, it is inappropriate for academic attention.	3.06	2.54	1.26	1.47	2.40	8
f. It will be years before enough research has been done in this area to incorporate new material about women into the existing curriculum	3.32	2.89	1.29	2.00**	2.62	7

	Sociology 101 Students N=37 $\bar{X}$	HASS Faculty N=45 $\bar{X}$	Selected Women On Campus N=25 $\bar{X}$	Sociology 438 Students N=21 $\bar{X}$	Total N=107 $\bar{X}$	Ranking
g. The concerns which such a center would address are those of a small but vocal minority only and therefore would not serve a population large enough to justify its existence	3.83	3.56	1.21	1.76**	3.09	4
h. Given the lack of resources available for existing programs, such a center would create a strain on existing funds and jeopardize present programs.	4.21	4.36	2.42	1.72	3.87	3
	f	f	f	f	f	
V. A. If a Women's Center were established, funding should come from:						
1. Provost's Office	1	27	19	7	47	1
2. A college	11	2	1	8	14	3
3. A department	5	2	2	4	9	4
4. Should be self-sustaining	21	27	3	4	51	2
b. If a Women's Center were established, would you be likely to use its resources and services in your teaching/learning experiences:						
1. Yes.	4	10	15	19	29	2
2. Possibly	18	26	7	2	51	1
3. No	15	9	0	0	24	3

APPENDIX H

FACULTY INTERVIEW INSTRUMENT

WOMEN'S STUDIES SURVEY

1. Course Title:

   No._____ Dept._____ Credits_____

2. Instructor:

3. Course Objectives:

4. Outline

5. Reading List:

6. Requirements:

7. Method of Instruction:

Lecture_____ Discussion_____ Seminar_____

8. Materials Used:

Films used: 1.

2.

3.

Other: 1.

2.

3.

Available at USU_____ In-State_____ Out of State _____

Other Materials:

What do you recommend that USU purchase?

9. Enrollment: inc._____ dec._____

What kind of students enroll?

_____in-state _____out of state

_____graduate _____undergraduate

Why do students enroll

_____major _____General ed. _____elective

10. Problems you've encountered in offering a Women's Studies Course

11. What other courses would you like to see offered
in your area:

at the University:

12. Who in the faculty do you know that might be interested in teaching, or team teaching women's studies courses

13. Observations and Recommendations:

14. (Optional) Students evaluations: Was the class evaluated?

Results:

END